DOCUMENT RESUME

ED 096 612 CS 001 317

TITLE	New Dimensions in Language Development Skills for Rural Schools. End of Budget Period Report and Final Project Report.
INSTITUTION	Shasta County Superintendent of Schools, Redding, Calif.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
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IDENTIFIERS	Elementary Secondary Education Act Title III; ESEA Title III

ABSTRACT

The purpose of this project was to increase the reading achievement of students in kindergarten through grade 8 in three rural schools in Shasta County, California. Current practices in the teaching of reading and the fine arts were analyzed and recommendations were made for the implementation of new techniques and methods to be incorporated into the reading program. It was hoped that these innovations would result, at the end of the project, in students reading at significantly higher levels. Activities consisted of the finalization of program design and the printing and distribution of an operational program manual. A teacher inservice program provided instructional activities to promote teacher acquisition of predetermined skills. (Author/WR)

ED 096612

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END OF BUDGET PERIOD REPORT

and

FINAL PROJECT REPORT

ESEA TITLE III

PROJECT NO. 1054

June 29, 1973

CS 001 317

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California State Department of Education
721 Capitol Mall
Sacramento, California 95814

Bureau of Instructional Program Planning and Development

ESEA TITLE III STATISTICAL DATA
Elementary and Secondary Education Act of 1965
(P.L. 89-10 as amended by P.L. 90-247)

THIS SPACE FOR STATE USE ONLY →	County	DistrictCode	Project #	Type	

SECTION A - PROJECT INFORMATION

1. REASON FOR SUBMISSION OF THIS FORM (Check one)
A ☐ INITIAL APPLICATION FOR TITLE III GRANT OR RESUBMISSION
B ☐ APPLICATION FOR CONTINUATION GRANT
C ☒ Project Report

2. IN ALL CASES EXCEPT INITIAL APPLICATION, GIVE ASSIGNED PROJECT NUMBER: #1054

3. MAJOR DESCRIPTION OF PROJECT (Check one only)
A ☐ INNOVATIVE C ☐ ADAPTIVE
B ☒ EXEMPLARY

4. TYPE(S) OF ACTIVITY (Check one or more)
A ☒ PLANNING OF PROGRAM
B ☐ PLANNING OF CONSTRUCTION
C ☐ CONDUCTING PILOT ACTIVITIES
D ☒ OPERATION OF PROGRAM
E ☐ CONSTRUCTING
F ☐ REMODELING

5. PROJECT TITLE (5 words or Less)
New Dimensions in Language Development Skills for Rural Schools

6. BRIEFLY SUMMARIZE THE PURPOSE OF THE PROPOSED PROJECT AND GIVE THE ITEM NUMBER OF THE AREA OF MAJOR EMPHASIS AS LISTED IN SEC. 303, P.L. 89-10. (See instructions)
The project is intended to increase the reading achievements of students in grades K-8 in three rural schools in Shasta County. The teachers will analyze current practices and recommend and implement new techniques and methods to be incorporated into the reading program.

ITEM NUMBER 3

7. NAME OF APPLICANT (Local Education Agency)	8. ADDRESS (Number, Street, City, State, Zip Code)
Shasta County Superintendent of Schools	Room 105, Courthouse Redding, California 96001

9. NAME OF COUNTY	10. CONGRESSIONAL DISTRICT
Shasta	2

11. NAME OF PROJECT DIRECTOR	12. ADDRESS (Number, Street, City, State, Zip Code) (BUS.)	PHONE NUMBER (BUS.)
Margaret Humphrey	1372 West Street Redding, California 96001	246-2775 AREA CODE (916)

13. Name of Authorized Agent	14. ADDRESS (Number, Street, City, State, Zip Code) (BUS.)	PHONE NUMBER (BUS.)
Ray Darby	Room 105, Courthouse Redding, California 96001	243-2162 AREA CODE (916)

15. POSITION OR TITLE
Shasta County Superintendent of Schools

Signature of Authorized Agent	DATE SUBMITTED
Ray Darby	June 29, 1973

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SECTION A – Continued

16. LIST THE NUMBER OF EACH CONGRESSIONAL DISTRICT SERVED	17A. TOTAL NUMBER OF COUNTIES SERVED	18. LATEST AVERAGE PER PUPIL ADA EXPENDITURE OF LOCAL EDUCATION AGENCIES SERVED
2	1	$ 864.00
	B. TOTAL NUMBER OF LEA'S SERVED: 1	
	C. TOTAL ESTIMATED POPULATION IN GEOGRAPHIC AREA SERVED: 79,000	

SECTION B – TITLE III BUDGET SUMMARY FOR PROJECT (Include amount from item 2c below)

1.		PREVIOUS OE GRANT NUMBER	BEGINNING DATE (Month, Year)	ENDING DATE (Month, Year)	FUNDS REQUESTED
A.	Initial Application or Resubmission		7/1/71	6/30/72	$ 37,791
B.	Application for First Continuation Grant		7/1/72	6/29/73	$ 28,297
C.	Application for Second Continuation Grant				$
D.	Total Title III Funds				$ 66,088
E.	End of Budget Period Report				

2. *Complete the following items only if this project includes construction, acquisition, remodeling, or leasing of facilities for which Title III funds are requested. Leave blank if not appropriate.*

A. *Type of function (Check applicable boxes)*

1 ☐ REMODELING OF FACILITIES 2 ☐ LEASING OF FACILITIES 3 ☐ ACQUISITION OF FACILITIES

4 ☐ CONSTRUCTION OF FACILITIES 5 ☐ ACQUISITION OF BUILT-IN EQUIPMENT

B. 1. TOTAL SQUARE FEET IN THE PROPOSED FACILITY	2. TOTAL SQUARE FEET IN THE FACILITY TO BE USED FOR TITLE III PROGRAMS	C. AMOUNT OF TITLE III FUNDS REQUESTED FOR FACILITY
		$

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END OF BUDGET PERIOD REPORT

and

FINAL PROJECT REPORT

ESEA TITLE III

COMPONENT I

STATISTICAL DATA

Enter Project No. 1054

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SECTION C - PROJECT CLASSIFICATION

1. Project Subjects

- 1.1 ☐ - Language Arts (Development)
- 1.2 ☒ - Fine Arts
- 1.3 ☐ - Foreign Language
- 1.4 ☐ - Mathematics
- 1.5 ☐ - Science
- 1.6 ☐ - Social Science, Humanities
- 1.7 ☐ - P.E., Recreation, and Health
- 1.8 ☐ - Vocational Education
- 1.9 ☐ - Other

2. Handicapped Education

- 2.1 ☐ - Mentally Retarded
- 2.2 ☐ - Hard of Hearing
- 2.3 ☐ - Deaf
- 2.4 ☐ - Speech Impaired
- 2.5 ☐ - Visually Handicapped
- 2.6 ☐ - Seriously Emotionally Disturbed
- 2.7 ☐ - Crippled
- 2.8 ☐ - Other Health Impaired

3. Guidance, Counseling, and Testing

- 3.1 ☐ - Counseling with Handicapped
- 3.2 ☐ - Group Guidance Activities
- 3.3 ☐ - Group Counseling
- 3.4 ☐ - Career Guidance and Counseling
- 3.5 ☐ - Counseling with Special Problems
- 3.6 ☐ - Use of Paraprofessionals
- 3.7 ☐ - Parent Conferences
- 3.8 ☐ - Follow-up and Drop-out Studies
- 3.9 ☐ - Inservice Training
- 3.10 ☐ - Use of Community Resources
- 3.11 ☐ - Curriculum Development
- 3.12 ☐ - General Counseling
- 3.13 ☐ - Consultation with Teachers
- 3.14 ☐ - Program Evaluation and Development

4. Grade Levels

- 4.1 ☐ - Preschool (indicate ages 3 or 4) _____
- 4.2 ☒ - Elementary (indicate grades K-6) K-6
- 4.3 ☒ - Secondary (indicate grades 7-12) 7-8
- 4.4 ☐ - Junior College (indicate grades 13-14) _____
- 4.5 ☐ - Adult

5. Is your project an adoption or adaptation of another Title III project? ☐ Yes ☒ No

If yes, name the agency operating the project: _____

END OF BUDGET PERIOD REPORT

and

FINAL PROJECT REPORT

ESEA TITLE III

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COMPONENT II

DATA FOR U.S. OFFICE OF EDUCATION

COVER PAGE

for Component II

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Data for U. S. Office of Education

(To be completed for all projects active for any period between July 1972 - Through June 30, 1973. Agencies having more than one project must prepare a report for each project.)

Enter information for items 1 through 7.

1. #1054
Project No.

2. New Dimensions in Language
Development Skills for Rural Schools
Project Title

3. Shasta County Superintendent of Schools Office
Local Educational Agency

Room 105, Courthouse
Redding, California 96001
Address

4. Ray Darby
Name of school official responsible for this report

(916) 243-2162
Phone No.

5. Margaret Humphrey
Name of Project Director

(916) 246-2775
Phone No.

6. The 1972-73 school year has been .....

6.1 [ ] The first year of operation.

6.2 [X] The second year of operation.

6.3 [ ] The third year of operation.

7. Enter the following ending dates:

Ending date for first year June 30, 1972

Ending date for second year June 29, 1973

Ending date for third and final year _____

PART I - STAFF DEVELOPMENT

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The report should describe project staff development activities that took place during the period July 1, 1972, through June 30, 1973. If no project staff development activities occurred, write NONE in the first column. Staff development activities are those inservice efforts designed to improve competencies of the staff working full or part-time on the project. Enter the figures in columns two and three.

STAFF DEVELOPMENT ACTIVITIES OF ONE OR MORE DAYS DURATION 1972-73					
(1)	(2)	(3) No. of workshops, conferences and seminars held by type of training			
Definition of Staff: (Staff includes all personnel assigned to work on the project full or part time, whether paid by the district or the project.)	Total No. of participants (Unduplicated) in all activities.	Dissemination to spread information about project	Evaluation to appraise progress	Combination of dissemination & evaluation	Other, such as in-service education. Specify (Use back of this page.)
→	23	1	1		See back of this page

PART II - EXTENT OF ADOPTION/ADAPTION

1972-1973

The purpose of this section is to find out how many projects are being continued to some extent by the grantee or by other school districts after federal funds have expired.

The report should be limited to projects for which federal funds expired during the period July 1, 1972 through June 30, 1973. If the grantee district expects to continue the project to some extent during the next fiscal year, this should be reported by marking the box. The estimated extent of adoption or adaption by the grantee district should be shown by circling the appropriate percentage figure in the scale.

1. The project is being continued by the grantee in some form after federal funds expired. [X] Yes [ ] No

2. If the answer is YES, draw a circle around the one figure which best represents your estimate of the degree of adoption/adaption of the project in your school district.

20% 30% (40%) 50% 60% 70% 80% 90% 100%

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3. Is the project being adopted or adapted by other school districts?

[ ] Yes [X] No

4. If the answer is YES, list the school districts by name and address:

4.1 _____

4.2 _____

4.3 _____

4.4 _____

4.5 _____

4.6 _____

4.7 _____

4.8 _____

4.9 _____

4.10 _____

4.11 _____

4.12 _____

4.13 _____

4.14 _____

4.15 _____

4.16 _____

4.17 _____

4.18 _____

4.19 _____

4.20 _____

Title III Areas of Influence*

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As Project Director and/or after consultation with district or county personnel involved:

1. Name_____ Title_____
2. Name_____ Title_____
3. Name_____ Title_____

Please rank the impact of this ESEA, Title III project on your local educational agency (LEA). Leave blank any items that do not apply and add other categories as desired. Rank items 1 to 7 (or more if you have made additions to the list). Give examples only on items ranked 1 and 2. Number 1 indicates that throughout the LEA the impact was greatest in developing skill areas or additudinal changes in:

Rank**		Examples
6	Special project development Needs assessment, goal setting, planning (writing), implementation, etc.	Use this space to give examples of items ranked 1 and 2.
1	Staff training Resulting in added skills or attitudinal change	1. Skills in individualization of instruction and the use of fine arts in the classroom were greatly improved because of positive attitudinal changes toward these phases of training.
2	Parental involvement in the schools Bringing parents into more direct contact with school activities	2. Regular and systematic teacher assistance by parent volunteers is an integral part of the project. All parent participation is enthusiastic and efficicent and is now carried on without instigation by product personnel.
7	Community involvement Instances of community participation other than parents	
3	Evaluation competencies and use of evaluation information	
4	Products developed Have the products developed by the project, i.e., Materials: curriculum guides, AV materials, etc. Methods: individualized instructions, use of aides, etc.: been put to use beyond project requirement? List under examples.	
5	Management and accounting procedures Have the project activities resulted in increased accountability in other learning situations? List under examples.	
_____	Other - Please explain	

* As a result of participation in ESEA, Title III endeavors

** Information derived will indicate areas of greatest impact - Number 1 most impact Number 7 (or more) least impact.

PART III - EXTENT OF PARTICIPATION

1972-1973

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The purpose of this part of the report is to find out the actual direct or indirect participation of public and private school pupils and adults in the project during the 1972-73 operational period.

Any participation should be reported only once. The count should be based on actual participation during the 1972-73 school year. The numbers are almost certain to be different from those anticipated in the project application.

The United States Office of Education definitions should be applied:

Direct Participation - Enter the number of different persons participating in activities involving face-to-face interaction of pupils and teachers designed to produce learning, in a classroom, a center or mobile unit; or receiving other special services.

Indirect Participation - Enter the number of different persons visiting or viewing exhibits, demonstrations, museum displays; using materials or equipment developed or purchased by the project; attending performances of plays, symphonies, etc.; viewing television instruction in a school, a center, or home; or participating in other similar activities. Carefully prepared estimates are acceptable.

Elementary - For reporting purposes only, consider elementary as being Prekindergarten through Grade 6.

Secondary - For reporting purposes only, consider secondary as being Grades 7 through 12.

Please supply the information requested for the project.

Table A

Number of Public and Nonpublic School Teachers, and Counselors Participating

Schools (a)	Staff whose students were direct participants				Staff whose students were indirect participants			
	Teachers		Counselors		Teachers		Counselors	
	Elementary (b)	Secondary (c)	Elementary (d)	Secondary (e)	Elementary (f)	Secondary (g)	Elementary (h)	Secondary (i)
Public	16	5			16	5		
Nonpublic								

PART III (Continued)

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The totals in the following 4 tables must agree one with the other. Also, do not use duplicated figures in the first 4 tables. The target population must be represented by the figures when direct participants are reported. See definitions for direct and indirect in Part III.

Table I

a. Program Select the program of your project. Use "other" category if none apply.	b. Check (✓) program area(s) covered	c. No. of public school students directly participating	d. Amount granted this past year
Reading	X	566	$28,297
Environment/Ecology			
Equal Educational Opportunity			
Model Cities (Urban, Inner-City)			
Gifted			
Handicapped			
Guidance and Counseling			
Drug Education			
Early Childhood Education (Kindergarten and below)			
Other Programs			
	Total	566	

Table II

Provide unduplicated counts of students by grade levels. See instructions below:

	a. School Enrollment		b. Direct Project Participants		c. Indirect Project Participants		d.	e.
	Public	Nonpublic	Public	Nonpublic	Public	Nonpublic		
Pre-K								
K	1,346		53		44		48	
1	1,394		46		56		60	
2	1,499		59		35		57	
3	1,554		65		55		62	
4	1,572		63		66		62	
5	1,678		71		66		78	
6	1,683		74		67		65	
7	1,761		60		69		74	
8	1,691		75		57		58	
9	1,730							
10	1,767							
11	1,634							
12	1,453							
Ungraded								
TOTALS	21,047		566		513		564	

Column a. Include the total enrollment in the local educational agency.
Column b. Include only the target population.
Column b. & c. See definitions of direct and indirect for both columns.
Column d. Include an estimate of the number of target population students who have been in the project since its inception. A cumulative total of all years is requested. Provide an unduplicated count; therefore, do not count any student more than once.
Column e. Include an estimate of the number of students within the local educational agency who have not been directly serviced by the project, but would benefit from direct participation because they fit the description of the target population.

PART III (Continued)

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Table III

Rural/Urban Distribution of Public School, Direct Participants Served by Project - Enter Number of Each Category. See definitions at bottom of page.

Rural		Metropolitan			Total of all Categories
Farm	Non Farm	Low Socio-Economic	Other	Other Urban	
51	515				566

Table IV

Distribution of Public School, Direct Participants by Project - Enter Number of Each Group. N/A. An ethnic survey was not taken during the 1972-73 school year.

Negro	American Indian	Spanish Surname	Oriental	White	Other Nonwhite	Total of all groups

Recap of Totals for Tables I, II, III and IV.

Total of Column c., Table I	566
Total of Column b. (Public School), Table II	566
Total of All Categories, Table III	566
Total of All Groups, Table IV	n/a

The totals on each line above should agree one with the other.

Definitions:

Rural means an outlying area of less than 2,500 inhabitants.
Low socio-economic means an area of low socio-economic level within a city of 50,000 inhabitants or more.
Other means areas in cities of 50,000 or more inhabitants which are other than low socio-economic areas.
Other Urban means areas (including suburbs) with less than 50,000 but more than 2,500 inhabitants.

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Table V

Provide Number of Schools in the Project.

	Public	Nonpublic
Elementary	3	
Secondary		

Table VI N/A

Number of Students Served Directly by Unique Target Populations (Figures may be duplicated)

Students (a)	Indians (b)	Migrants (c)	Disadvantaged (d)	Handicapped (e)	Childhood Education (Kgtn.& Below) (f)	Other Target Populations (See note below) (g)
Number of Students						

Note for Column (g) check populations included in the number entered above.

_____ Children from non-English speaking environment.

_____ Neglected and delinquent children.

_____ Gifted _____ N.H. _____ EMR _____ Dropouts

_____ Other (specify)_____

PART IV - STAFF PARTICIPATION/HIGHER EDUCATION COOPERATION

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Table VII

Complete the table below as directed. Compute full time equivalent (F.T.E.) according to the instructions under the table.

Paid staff are district personnel who receive remuneration from Title III funds.
Unpaid staff are district personnel who do not receive renumeration from Title III funds but give service to the project.
Ungraded classes are included in Other category.

Type of Paid and Unpaid Personnel By Function	Number of Paid Staff Assigned to Project (F.T.E.)	Number of Unpaid Staff Assigned to Project (F.T.E.)
Administrators and/or supervisors	1.5	
Teachers		
Prekindergarten		
Kindergarten		
Other elementary 1-6		
Secondary 7-12		
Other		
Subject matter specialists		
Technicians		
Pupil personnel workers		
Health services personnel		
Researchers and evaluators		
Planners and developers		
Disseminators		
Other professionals		
Paraprofessional education aides, etc.		
Other nonprofessional	.5	

To compute full-time equivalent (F.T.E.), add the total number of hours worked per week by the personnel and divide by the number of hours in your regular full-time work week. For example: If each of four staff members works 20 hours per week, each of two staff members works ten hours per week, and each of ten staff members works full time (assume 40 hours for this example), the total hours worked would be 80 plus 20 plus 400, or 500 hours. This total of 500 hours divided by 40 yields an F.T.E. figure of 12.5.

Table VIII

Complete as directed.

Number of consultants paid by Title III funds 10
Number of consultant days paid for by Title III funds 361 3/4

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Table IX

Complete as directed for the 1972-73 term.

Number of public school professional staff who attended Title III Inservice:

		Estimate Carefully Title III Funds Spent on Training
Orientation sessions up to one week's duration	21	$ 225
Inservice workshops in regular term of one session to four-weeks' duration		$
Inservice workshops in regular term over four-weeks' duration	21	$ 9,600
Inservice workshops in summer 1972 one session to four-weeks' duration		$
Inservice workshops in summer 1972 over four-weeks' duration		$
College credit courses - regular term	43	$ 61
College credit courses - summer term		$

Number of aides (nonprofessional staff) who attended Title III Inservice:

Inservice workshops in regular term of one session to four-weeks' duration		$
Inservice workshops in regular term over four-weeks' duration		$
Inservice workshops in summer 1972 one session to four-weeks' duration		$
Inservice workshops in summer 1972 over four-weeks' duration		$
College credit courses - regular term		$
College credit courses - summer term		$

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Table X

Complete as directed.

Number of nonpublic school professional staff involved in Title III inservice in the 1972-73 term 2.

Table XI

Enter number of teachers, aides, and students involved in a Title III, 1972, summer school designed to provide instruction to students.

Grades	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12
Teachers														
Aides														
Students														

You and/or members of your Project staff may have worked with higher education personnel during the 1972-73 project year (last year). We are interested in the type (formal and informal), and the extent (cost and hours) of any cooperation. Formal participation refers to services performed with remuneration. Informal participation refers to help without remuneration. Please estimate the cost and number of man-days associated with each of the following:

(a) Identifying and/or developing desirable content or educational procedures to be used (program development).
(1) $_____ cost; (2) number of man-days: ____ formal and ____ informal

(b) Search for evaluation help, i.e., for instruments or procedures to be used for evaluation.
(1) $ 1,629 cost; (2) number of man-days: 7½ formal and ____ informal

(c) Planning and/or implementing staff development programs (inservice training for project staff).
(1) $_____ cost; (2) number of man-days: ____ formal and ____ informal

(d) Please indicate any other participation.

_____

_____

(1) $_____ cost; (2) number of man-days: ____ formal and ____ informal

PART V - ABSTRACT

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GRANTEE Shasta County Superintendent of Schools Office

PROJECT ABSTRACTS (ESEA, Title III)	STATE	TOTAL PROJECT PERIOD	FROM (Month and year)	TO (Month and year)	PROJECT NO.
	California		7/1/71	6/23/73	1054

NOTE: If project involves handicapped children and/or personnel working with handicapped children who are paid from Title III funds, complete the information on the back of this form.

TITLE OF PROJECT
New Dimensions in Language Development Skills for Rural Schools

GRANTEE
Shasta County Superintendent of Schools Office

PROJECTED FUNDING LEVEL FOR PROJECT PERIOD	(1) $ —	(2) $ —	(3) $ —	(4) $ —	(5) $ —	(6) $ —

TARGET POPULATION Five hundred and sixty-six students in grades K-8 living in communities consisting of low/medium/high income families.

PARAGRAPH DESCRIPTION

The project systematically accomplished each function as designed by the time line by developing the structure of each task within the office, and then recruiting the help of the teacher task force and various consultants to complete those functions.

MAJOR OBJECTIVES

Increase the current reading achievement of students in grades K-8 in three rural schools in Shasta County by analyzing current practices in the teaching of reading and the fine arts and recommending and implementing new dimensions to the established programs, that will result at the termination of the project, with students reading at significantly higher levels as determined by evaluation design.

ACTIVITIES TO ACHIEVE OBJECTIVES Activities consisted of finalization of program design and the printing and distribution of an operational program manual. A teacher inservice program provided instructional activities to provide teacher acquisition of predetermined needed skills, the development and implementation of evaluation data analyzed and reported on schedule, implementation and monitored instructional program with teacher support in following the project design, operational revisions and use of instructional materials and preparation and distribution of project descriptive materials.

EVALUATION STRATEGY

EVALUATION FINDINGS

N/A

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HANDICAPPED – OUT OF PARTICIPATION ONLY – ESEA TITLE III

1. HANDICAPPED CHILDREN SERVED, PERSONNEL PAID, AND IN-SERVICE TRAINING RECEIVED WITH ESEA TITLE III FUNDS

TYPE OF HANDICAPPED CHILDREN SERVED*	NUMBER OF CHILDREN SERVED					FULL-TIME EQUIVALENCE OF PROJECT PERSONNEL PAID WITH TITLE III FUNDS				PERSONNEL RECEIVING IN-SERVICE TRAINING WITH TITLE III FUNDS			
	5-5 YEARS	5-12 YEARS	13-18 YEARS	19 & OVER	TOTAL	TEACHERS	TEACHER AIDES	OTHER	TOTAL	TEACHERS	TEACHER AIDES	OTHER	TOTAL
(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)	(n)
(1) TMR													
(2) EMR													
(3) HH													
(4) DEAF													
(5) SI													
(6) VI													
(7) ED													
(8) CR													
(9) LD													
(10) OHI													
(11) TOTAL													

2. NUMBER OF HANDICAPPED CHILDREN SERVED WHO ATTEND NON-PUBLIC SCHOOLS ——

3. DISTRIBUTION BY ETHNIC GROUPS

POPULATION	NEGRO	INDIAN	ORIENTAL	SPANISH SURNAME	WHITE (Other than Spanish surname)	OTHER	TOTAL
(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
Student Participants						—	

4. CHILDREN RECEIVING SERVICES – DISTRIBUTION BY DEMOGRAPHIC AREA

CATEGORY	NUMBER
(1) Urban Areas (over 50,000)	
(2) Rural Areas (under 2,500)	
(3) Other Demographic Areas (from 2,500-50,000)	
(4) TOTAL (Sum of items (1), (2), and (3))	

INSTRUCTIONS

1. **CHILDREN SERVED** – Enter in the appropriate columns b, c, d, and e an unduplicated count of children served by type of primary handicap *(in public and non-public schools)* and by age group who received direct instructional or related services with Title III funds. This count should include all handicapped children *(1)* who received direct services from personnel paid with Title III funds and/or *(2)* who received substantial benefit as a result of the purchase or projects equipment or the provision of significant in-service training of personnel with Title III funds. Do not include handicapped children who received only incidental services, such as preliminary vision screening or audiological testing, etc. Column f should equal columns b, c, d, and e.

   PROJECT PERSONNEL – Enter in the appropriate columns g, h, and i corresponding with the primary type of handicapped children served a figure representing an unduplicated count of the full-time personnel plus the full-time equivalence of part-time personnel paid from Title III funds. Full-time personnel are those personnel who were assigned to Title III project activities 40 hours or more per week *(or the number of hours in a regular work week, as determined by the State or local education agency)*. They may be school year, summer program, or 12-month personnel. Column j should equal columns g, h, and i.

   IN-SERVICE TRAINING – Enter in the appropriate columns k, l, and m corresponding with primary type of handicapped children served an unduplicated count of all personnel who receive in-service training with Title III funds. Column n should equal columns k, l, and m.

2. **NON-PUBLIC SCHOOLS** – Of the total number of handicapped children served with Title III funds *(1,11)*, *(f)*, indicate the number who attended non-public schools.

3. **DISTRIBUTION BY ETHNIC GROUPS** – Enter in the appropriate columns b, c, d, e, f, and g an unduplicated count of the handicapped children served with Title III funds by ethnic group membership. Column h should equal columns b, c, d, e, f, and g.

4. **DISTRIBUTION BY DEMOGRAPHIC AREAS** – Self-explanatory.

* TMR – Trainable Mentally Retarded, EMR – Educable Mentally Retarded, HH – Hard of Hearing, SI – Speech Impaired, VI – Visually Impaired, ED – Emotionally Disturbed, CR – Crippled, LD – Learning Disabled, OHI – Other Health Impaired

PART VI - PRODUCTS OF PROJECT

	I Product(s) Developed	II Date mailed to Title III	III Annotations
___	Curriculum guides		
___	Teacher guides		
___	Handbooks of materials, techniques, and procedures		
___	Monograph		
___	Bibliography		
___	Questionnaires - locally developed		
___	Evaluation tests		
___	Audio tape cassettes		
___	Brochures, newsletters and information sheets	July 13, 1973	The content of all products are in developmental stage only, as used in the first implementation or pilot year of the project. Refer to the explanatory pages which accompany each product for further information concerning the extent of the development of each product and its relationship to the revised editions which will be used in continuation of various phases of the project, to be further developed within the limitations of project operation without Title III support.
___	16 mm Films		
___	8 mm Films		
___	Filmstrips		
___	Instructional workbooks, materials,		
___	Tests - locally developed		
___	Kits		
___	Models		
___	Microcards		
___	Microfilm		
___	Maps		
___	Pictures		
___	Posters		
___	Records		
___	Set		
___	Slides/tape		
___	Viewmasters		
___	Video Tape		
___	(Other)_____		
	See attached sheets		
	_____		
	_____		
	_____		

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PRODUCTS

I Language Kit includes:

1. Sequence Concepts

   (a) Perceptual Development
   (b) Reading (Systematic Approach to Reading Improvement)
   (c) Language Communication

2. Performance Objectives for:

   (a) Percpetual Development
   (b) Reading
   (c) Language Communication

3. Three Tracking Sheets:

   (a) Class Profile Card
   (b) Individual Profile Card
   (c) Student Planning and Record Chart

4. Methods/Media References for each Objective

5. Recipe Forms for lesson plans from Reading/Language Identified Methods/Media

II Criterion Referenced Pre- and Post-Tests - SARI, Language Communication Primary and Upper Grades

III Art Products include:

1. Methods/Media Book

   (a) Conceptual Design
   (b) Performance Objectives
   (c) Methods/Media References

2. Class Profile Sheets

3. Individual Profile Sheets

4. Syllabus for Art Instruction

   (a) Sequential Development of the Expressive Elements of Art
   (b) Lesson Plans for each Developmental Conceptual Level of Art Elements
   (c) Language/Art Integration Recipe Form

IV Music Products

1. Music Methods/Media Book

   (a) Conceptual Design
   (b) Performance Objectives
   (c) Skill and Experience Identification
   (d) Music Methods/Media References

2. Class Profile Sheet

3. Individual Profile Sheet

4. Syllabus for Music Instruction

   (a) Lesson Plans for each Developmental Conceptual Level of Music Elements
   (b) Language/Music Integration Recipe Forms
   (c) Criterion Reference Tests

V Integration Matrix for Language, Art and Music

VI Recipe Book for Language/Music Instruction

VII Dissemination Packet

VIII Brochure

FINAL PROJECT REPORT

ESEA, TITLE III

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COMPONENT III

Program Narrative Report

CONTEXT

The Locale

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1. What is the locale of the program?
2. What is the density of the population?
3. What are the population trends?
4. What are the major occupations of people in the locale?
5. What is the unemployment rate or trend?
6. What proportion of families in the locale are receiving welfare assistance?

Locale of the project is in Shasta County situated in the extreme north end of the Sacramento Valley; 230 miles north of San Francisco and covering an area of 3,798 square miles. Headquarters for the project is in the city of Redding, one of the two incorporated cities of the county. Population for the county is 81,300 as recorded July of 1971, showing a growth of 44,887 since 1950 and a growth of 21,832 since 1960. Statistics from the Labor Market Bulletin show that occupations of the greatest number are government employed, the second largest number are in retail and wholesale trade and third largest number are in manufacturing relating mostly to the lumber industry. Seasonal fluctuation of employment occurs in the lumbering industry and construction because of weather. Unemployment trends remain stable in relation to one year ago. About 14% of the families in the locale receive welfare assistance.

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1. What grade levels do the schools serve?
2. How many pupils are there in the school system? How many schools?
3. Are there any significant trends in the school system in enrollment, withdrawal, or transfer?
4. What is the per pupil cost of education in the school system?
5. What is the recent financial history of the school system?

Grade levels served by this project are kindergarten through eighth grade in three schools, with a total population of 566. The population has remained unusually stable, having a difference of only two more students than at the beginning of the project. Per pupil cost per pupil in the system is $864. Financial history of the system shows 55.84% of income from Secured Taxes in the amount of $13,235,598.00; 31.50% of income from State Support in the amount of $7,470,970; 5.94% from Federal Income in the amount of $1,410,553.00; and 6.72% in the amount of $1,593,677.00 from other sources

Needs Assessment

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1. What was the starting point for needs assessment?
2. How were the specific needs of the pupils identified?
3. What were these specific needs? Which were selected for the program?

The starting point for the needs assessment was an indepth study of the reading/language programs in the school districts and a study of socio-economic influences on the students' attitude toward school and its effect upon their academic performance. It was determined that 60% of the school population were far below state norms in reading and that 78% of all students were achieving far below their capacity level in language arts (language expression and mechanics). Low salary schedules for teachers contributed to school staffs which were unprepared to provide individualization of instruction in reading/language and were unprepared for teaching fine arts and other highly motivating student activities.

Because community conditions contributed to poor attitudes toward school; and since other reading programs in the schools were designed for only a few students, the needs were established on the premise that inadequate reading programs and lack of emphasis in the related arts were important missing ingredients in preparing students for better performance in reading and language arts.

It was then decided that the program would consist of a complete analysis, evaluation and reorganization of reading/language programs, with an increased emphasis in related arts.

Historical Background

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1. Did the program exist prior to the time period covered in the present report?
2. Is the program a modification of a previously existing program?
3. How did the program originate?
4. If special problems were encountered in gaining acceptance of the program by parents and the community, how were these solved so that the program could be introduced?
5. Provide a brief history of planning. Indicate which planning efforts were successful or were not successful. Describe how non-profit private schools and other agencies were involved in the planning.

When the causes of the low reading scores in the four project schools were hypothesized and it was felt by the county office and the principals that inclusion of a fine arts component within the reading program might prove beneficial, the county pledged its full support and cooperation. Oliver (Bud) Neely, Assistant Superintendent in Charge of Instruction in the Shasta County Office, contacted the Program Development Project of Northern California to explore the possibility of a small-scale regional project. A staff member from the center spent two days in Redding working with Mr. Neely and gathering necessary data. At that time a rough functional analysis was completed and was later presented to each of the schools by Mr. Neely.

Extenuating circumstances prevented three of the four schools, originally included in the program, from participating. This resulted in the initiation of the program approximately one month late according to the functional time line. However, all functions were brought up to date by February, 1972 and the planning year was successfully completed.

From the outset of the pilot phase to its completion, the enthusiasm of parents and the community toward the project was extremely high. The efficiency and enthusiasm of the teaching staff fostered this enthusiasm through the many activities which included parent volunteers and involved the community.

The strategies for the project design included the identification of concepts in reading, art and music and the designing of a management system by which individualized instructional techniques provided for student acquistion of those concepts and an adequate evaluation design for the three strands of the program. Reading concepts were selected from the Enterprise Language Arts Communication System; art concepts were developed by the art staff and the music concepts were developed from the state music framework.

Performance objectives and criterion reference tests in the reading and language strands were developed and field tested previous to the adaption by this project for initiation of individualized instruction. The performance objectives and criterion reference tests in art and music were successfully developed, but were inadequately field tested for necessary revisions because of the time element factor of having only one school term in which to experiment with such a large amount of diversified materials.

Evaluation strategies include standardized state mandated tests in reading and language, a locally developed attitudinal survey and a tracking system for recording and interpretation of criterion reference testing in all three strands of the project design.

Program Development Project of Northern California at Chico, California was instrumental in the original planning of the project and designed the evaluation strategies throughout the project operation.

PROGRAM

Scope of the Program

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1. What numbers and kinds of participants were served by the program?
2. What were the specified objectives of the program?

Participants in the program number 566 students, K-8 and include the entire population of the three schools.

The objectives of the program are to raise reading/language scores by implementing new dimensions to existing programs which involve individualized instruction in the reading/language programs supported by art and music experiences. The intent is to develop a higher degree of sensitivity in students which contribute to greater student value for new found skills and which will, therefore, result in significantly increased student performance in communication skills.

Personnel

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1. What kinds and numbers of personnel were added by the program?
2. What were their most important duties and activities?
3. How much time did each type of personnel devote to these responsibilities?
4. What special qualifications suited personnel to the requirements of their jobs?
5. What special problems were dealt with in recruiting or maintaining staff?

The director is the only full time paid professional on the staff. However, consultants hired for special phases on a daily basis are as follows:

5 Reading Consultants - Ken Petrucelli, Director, Systematic Approach to Reading Improvement, Title III, ESEA - 2½ days

Bobbie Bullard, Specialist in Early Childhood Education, Program Development Center of Northern California - 3 days

Mary Johnson, Director, Individualized Reading Center, Title III, ESEA - 1½ days

Donald Schell, Fifth Grade Teacher, Shasta Union Elementary School - 1 day

Virgil Smith, Reading Specialist, Nova High School 1 day

5 Music Consultants - Dorothy Wilson, Professor of Music, California State University at Chico - 2½ days

Wilson Frigo, Music Teacher, Shasta County Schools Office - 16½ days

Karen Hafenstein, Music Teacher, Shasta County Schools Office - 7 days

Lucy Hunt, Music Teacher, Shasta County Schools Office - 17½ days

Lillian Vollmers, Music Consultant, Redding Elementary School District - 3 days

3 Art Consultants	- Paul Carl, Art Consultant, Redding Elementary School District - 8 days
	Janice Kirk, Art Consultant, Redding Art Museum League - 13½ days
	Maryann Gatheral, Lecturer and Supervisor of Education and Teacher Education, University of California at Davis - 1½ days
2 Art Aides to Art Program	- Janice Kirk, Art Consultant, Redding Art Museum League - 16 days
	Mary Hauss, Art Consultant, Redding Art Museum League - 17½ days
1 Evaluator	- Ira Nelken, Project Evaluator, Program Development Project of Northern California - 7½ days
1 Perceptual Development Consultant	- Herman White, District Psychologist, Enterprise School District - 2 days
4 Project Management & Design Consultants	- Dr. Daniel Meyerson, Consultant in Learning and Behavior Systems, Santa Clara County - 1 day
	Jean Meyerson, Assistant in Learning and Behavior Systems, Santa Clara County - 1 day
	Jerry Gifford, Psychologist, Shasta County Schools Office - 1 day
	Dr. Phyliss Bush, Education Department, University of California at Chico - 1½ days
2 Consultants for Development of Attitudinal Survey	- Jack Lutz, Director, Basic Skills Improvement Project - 6½ days
	- Ira Nelken, Project Evaluator - 6½ days

Reading consultants assisted in the selection of concepts and gave workshop demonstrations. Music consultants assisted in the development of the music program design, contributed methods/media and gave classroom and workshop demonstrations. The consultants for perceptual development provided methods/media and classroom demonstrations. Art consultants developed art concepts and program design and gave classroom and workshop demonstrations.

Cooperation and enthusiasm by the entire consultant staff has remained quite high throughout the project.

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Organizational Details

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1. What is the period of time covered by your report?
2. How much of the entire program does this cover?
3. Where were program activities located?
4. What special physical arrangements were used in these locations?
5. What provisions, if any, were made for periodic review of the program?
6. What important decisions were made on the basis of such reviews?
7. What provisions, if any, were made for inservice training?

This report covers the project pilot year (2nd), 1972-73, and ends the period for which it was originally funded. Activities took place in three rural elementary schools in Shasta County; Shasta Union, Columbia and Whitmore Union, and were within the normal plant operations of each school. A regular schedule was kept in monitoring and supporting activities in each school through weekly visits by the project director. Designated observations by the project evaluator and the state consultant were carried on as was planned. It was unanimously decided by the evaluator, the state consultant, the director and the teaching staff that a third year of funding would be vital to the successful completion of some areas of the program, as the pilot year could serve only to establish the workable design but could not complete the areas of study requiring more than one school term nor could it provide for time and funds for the necessary needed revisions in the experimental phases as discovered during the pilot year

As a result, the three individual strands of the program became operational to a reasonably successful degree, but the integration of the three remains in the embryo stages of development.

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Activities or Services

1. What were the main activities (or services) in the program?
2. How were these activities (or services) related to specified program objectives?
3. What methods were used in carrying out each activity (or service)?
4. What was a typical day's or week's schedule of activities for the children (or others) who received the program?
5. How were pupils grouped for the various program activities?
6. What were teacher-pupil ratios (or aid-pupil, or adult-pupil, and so on) in each of these groupings?
7. How did pupils (or others) receive feedback on their individual daily progress?
8. How did parents receive feedback on their child's progress?
9. What amounts and kinds of practice, review, and quiz activities were provided for pupils (or others) in the program?
10. What special provisions were made for motivating pupils (or others)?
11. If a comparison group was used, what were important differences in the activities and methods used in this group and the activities and methods used with the program group?

Main activities of the program include the development and finalization of an operational program design, a teacher in-service program, the development and implementation of an evaluation strategy and the implementation and monitoring of the instructional program.

The operational program planning resulted in 116 sequential performance objectives in language, 18 objectives in art and 27 objectives in music with instructional strategies for each as designed in the three program manuals, one for each strand.

Teacher in-service included workshop and classroom demonstration support for developing program content and instructional activities according to predetermined needed skills.

The evaluation strategy consisted of the establishment of learner levels, identification and administration of assessment instruments, compilation of criterion reference data and the analyses and reporting of all data.

The instructional program was systematically monitored through regularly scheduled class visitations according to identified teacher needs.

Revisions in the program design were considered and implemented as needs arose. Materials were acquired, prepared and distributed according to needs. Project descriptive materials were developed and disbursed upon request. Continuation plans were developed for project operation within limits of funding at district level only and within limits of partially developed program design.

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Weekly schedule of project activities in each school included: (1) One session of criterion reference testing to establish various performance levels and grouping and tracking of students in relationship to the levels in the reading/language continuum. (2) One class period of music and one period of art presented or monitored by music or art consultants for the purpose of tracking students through the art continuum and the music continuum. (3) One visitation per week by the project director for support in compliance with project design and disbursement of special materials. These sessions were largely devoted to the integration of the three strands of the project design during the last three months of the project.

Teacher-pupil ratio was as follows:

Shasta Union - 5 aides - 9 teachers - 269 students

Columbia - 2 aides - 9 teachers - 228 students

Whitmore - 1 aide - 3 teachers - 69 students

Students receive feedback on individual progress in three ways: An indivd-ual track sheet is kept by each student for checking off each objective challenged and accomplished. Teachers keep a class profile of all objectives by which accomplishments may be compared between individuals and between groups representing different levels. A profile card is also kept by the teacher which represents performance levels of the individual student over a period of 8 years. Parents monitor the individual profile sheets kept by students and teachers via parent conferences at which time duplicates are given to parents.

Methods/media were collected, assembled or developed and stored according to their relationship to designated objectives. Since activities were implemented according to performance levels and the appropriate weekly criterion reference testing schedule in the reading/language strand. Art and music methods/media was carried on, within limits of teacher experiences, between visits by fine arts consultants. Musical programs, art shows and other sharing experiences were scheduled periodically to encourage pupils and teachers to put these fine arts techniques to use. Enthusiasm for all three strands of the project remained very high among students and teachers.

Comparision groups used relatively little individualization of instruction in reading/language, and received no assistance in art instruction. Music teachers visit some comparison groups on a weekly basis, but never combine efforts of classroom teachers and music teachers and never relate commonalities between reading programs and fine arts programs.

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Instructional Equipment and Materials

1. Were special materials developed or adapted for the program? How and by whom?
2. What other major items of equipment and materials did the program require? In what amounts?
3. How were key aids and materials used in connection with the various program activities?
4. If a comparison is being made between program and nonprogram persons, were there important differences between these groups in kinds and amounts of materials provided, or in methods of use?

Special materials were developed in perceptual development and the fine arts. Methods/media for motor training--auditory discrimination and visual discrimination were identified, collected and stored according to objectives in that area of the reading/language strand. In this area, special materials were developed relating music and art to perceptual development objectives.

A kit was devised by the staff for the reading/language strand which contains: (1) lists of sequenced concepts in perceptual development, reading and language communication; (2) sequenced performance objectives for each concept; (3) lists of methods/media reference sheets for each objective. Media centers relating to the project contain file boxes which identify objectives in which are collected worksheets, games and activities for each objective.

Two manuals for the art program and the music program were developed by the art staff and the music staff. Each contains: (1) lists of concepts in three performance levels involving 6 expressive elements of art and 9 expressive elements of music; (2) performance objectives for each concept; (3) a list of skills and experiences needed for accomplishment of each objective; (4) grade level lesson plans for each sequential concept.

As teachers become familiar with the fine arts skills, as developed and supervised by fine arts consultants, lessons are invented which put to use those art and music skills that relate to language strand concepts. This is done by using an integration matrix which identifies common intellectual processes between the three strands for 18 language categories represented by the sequential continuum. A "Recipe" booklet of such prescriptions are in the process of being devised by members of the teaching staffs.

Comparison groups used no comparative field tested reading/language objectives or related materials. No comparitive art or music materials were used in comparitive groups.

Budget

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1. From what sources were program funds obtained?
2. What was the total cost of the program?
3. What period of time was covered by these funds?
4. What is the per pupil cost of the program? What was the formula for computing this figure?
5. How does the per pupil cost of the program compare with the normal per pupil cost of the schools in the program?
6. Where can the reader get more detailed budget information?
7. Of the total cost of the program, give rough dollar estimates of developmental costs, implementation costs and operational costs.
8. Give the costs for the entire project period by budget categories (i.e., professional salaries, contracted services, etc.).

No.'s 1 through 7 are contingent upon final expenditure report.

The only funding source was Title III, ESEA. Cost of the program was $66,088. Period of time covered by these funds was July 1, 1971 through June 30, 1973. Per pupil costs of the program is

Comparison of per pupil costs to normal per pupil costs of schools in the program is

The project detail budget will give more adequate information and description of project expenditures.

Implementation costs

Operational costs

Professional: $16,877; Nonprofessional: $3,169; Contracted Services: $5,300;

Materials & Supplies: $1,435; Travel: $400; Other Expenses: $1,116

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1. What role, if any, did parents have in the program?
2. Were meetings held with parents? Why? How often?
3. What role, if any, did various community groups have in the program?
4. How was the community kept informed?
5. If problems with parents or the community affected the program, what steps, if any, were taken to remedy the situation?

Parent volunteers were used to some extent as aids in the reading/language program. Five parents were used as full-time aids employed by the school districts.

The art program involved the greatest number of parent volunteers. Training was given 25 parents for special art techniques used in art workshops for students. There were four workshops given during the year. Each involved the entire student body and utilized approximately 2½ hours. Eight to ten tables, each with special art projects to be done and each supervised by a parent trained for that special technique, were placed in a multi-purpose room. Students worked at any or all tables of their choice during the alloted time period. The parents, with training in these special techniques, were then used as assistants in classrom activities at the classroom teachers request.

Training was given these parents in 1½ hour meetings prior to the workshops. The Redding Art Museum League was the most active community group involved in the program. This group volunteered aides to the art consultants for classroom assistance.

The community was kept informed through public student performances and art shows. Also, a display describing the project design and its operation was shown at a county wide education fair.

No problems with parents or community arose during the year. On the contrary, the parents involved in the art workshops requested and received permission from the districts to offer extra art workshop without assistance from the project staff or consultants. Their efforts proved very successful.

Special Factors

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For use of potential adopters of the program:

1. What modifications of the program are possible?
2. What are the suggested steps in adopting this program?
3. What are some things others should avoid in adopting this program?
4. Can the program be phased in, beginning on a small scale? How?
5. Can parts of the program be adopted without taking the whole program? What parts?

Possible modifications of the program are as follows: (1) Any of the three strands of the program may be used independently to effectively improve reading/language scores, but to a lesser degree of improvement as with the integration of the three. (2) The art and/or music programs can be adapted to any established reading/language program by designing identified skills in that program to the more general identified skills of the Cooperative Primary and CTBS tests which are used in the integration matrix for combining the three strands. (3) The language strands of this program may be adapted to any established art and/or music program by identifying within those programs the concepts which are identical to these programs. An integration of two of three strands would then be relatively uncomplicated.

Suggested steps in adapting this program are: (1) Perusal, adaption/adoption of the reading/language continuum relative to specific needs. Secure resources (personnel and materials). (2) Implement reading/language continuum. (3) Perusal, adaption/adoption of art and music continuum relative to specific needs. Secure resources (personnel and materials). (4) Implement art and music programs. (5) Implement integration of language, art and music programs.

In adapting the program, others should avoid attempting to implement all four phases of the program in one school term. It is advisable to allow each strand of program to become independently operable over a reasonable period of time before beginning the integration of the three strands.

The program could be phased in at the beginning on a small scale more effectively than to try to implement the whole program at once.

Dissemination

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Discuss how project information was disseminated during the past budget period.

1. Provide an estimate of the number of unsolicited requests for information from both within and outside the project area.

2. List the number of visitors from outside the project area.

3. Provide the cost of dissemination during the last budget period.

4. Provide the total cost of dissemination including prior budget periods (if possible).

There were an estimated ten unsolicited requests for information about the project during the year. There have been no visitors from outside the project area. Costs for dissemination have been minimal because of the partial completion of the project. However, brochures and exhibits for the Shasta County Education Fair and a packet for dissemination of basic project information were developed at an approximate cost of $6. Total dissemination cost for the two years was approximately $243.

Describing Participants

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1. Which participants received the program?
2. How many participants received the program?
3. What are the ages or grade levels of pupils in the program?
4. Did the program serve many more boys than girls, or vice versa?
5. What achievement scores were available before the program with which to describe the program group?
6. Are there other special characteristics you should mention in describing the program group?

Participants receiving the program were the entire student body of the three rural schools numbering 566 students in grades Kindergarten through eighth grade, with an approximate equal number of girls and boys.

Base line data for achievement scores was taken from results of state mandated standardized tests; Cooperative Primary and CTBS.

Measuring Changes

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1. What measures were applied to find out whether the program's aims were achieved?
2. How were the measures matched to the objectives?
3. How were the measures matched to the pupils' capabilities?
4. Were observers specially trained?
5. How much time elapsed between testings?

Standardized tests (Cooperative Primary and CTBS), used in terms of the program management process, was the project evaluation process.

An attitudinal assessment was developed and validity and reliability established before the survey was administered. Standardized test results were adapted to the overall evaluation design as it applies to each objective.

Measures were matched to pupil capabilities in terms of achievement and attitude.

No. 4 is not applicable.

Elapsed time between tests is as follows:

Cooperative Primary - May, 1972 to May, 1973
CTBS - October, 1972 to May, 1973
Attitude Assessment Survey - October 1972, to January, 1973 to May, 1973

Presenting Data

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1. What data were obtained from the measures applied?
2. What measures of central tendency were used?
3. What measures of dispersion were used?
4. Include graphs and/or tables which present data more clearly.

Student scores were obtained for each class, each grade, and each school from each measurement applied.

Program data in terms of the project involved completion or noncompletion of functions, problems versus time factors and objectives met on time or not met on time.

Measures of central tendency involved class median and mean, longitudinal survey and control group.

Measures of dispersion were used in terms of standard deviation and variance when applicable.

Refer to graphs attached.

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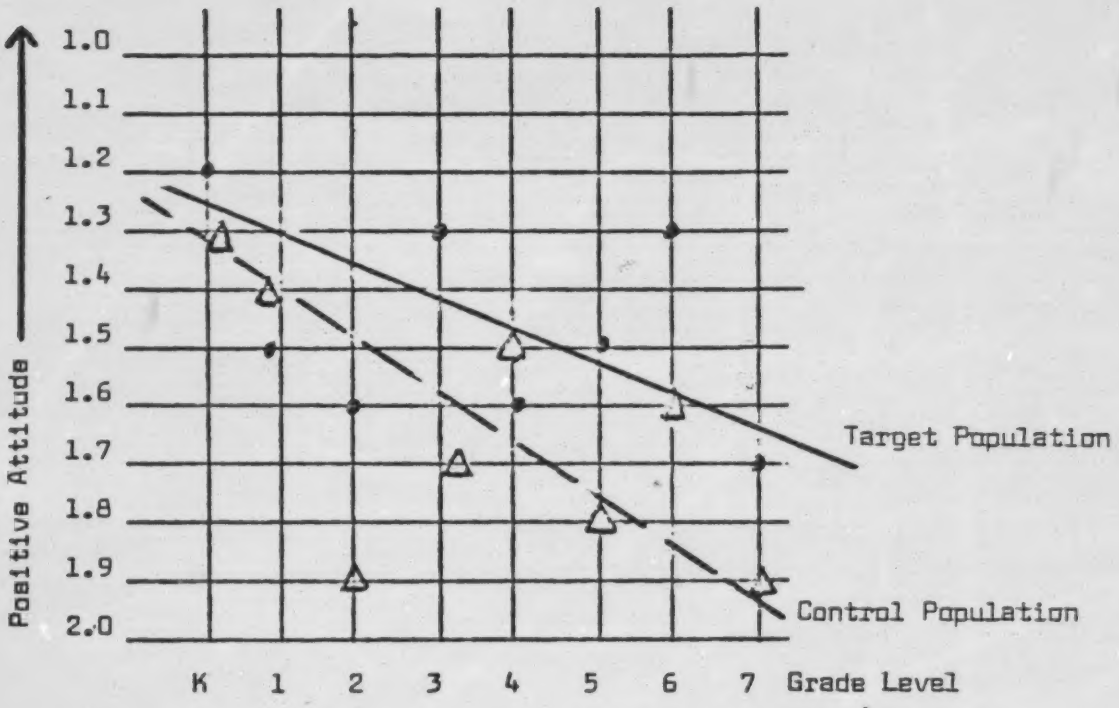
GRAPH I

POST-TEST RESULTS: MUSIC SUBTEST

TARGET VERSUS CONTROL POPULATIONS
OVER GRADE LEVELS



● Target Population

△ Control Population

GRAPH II

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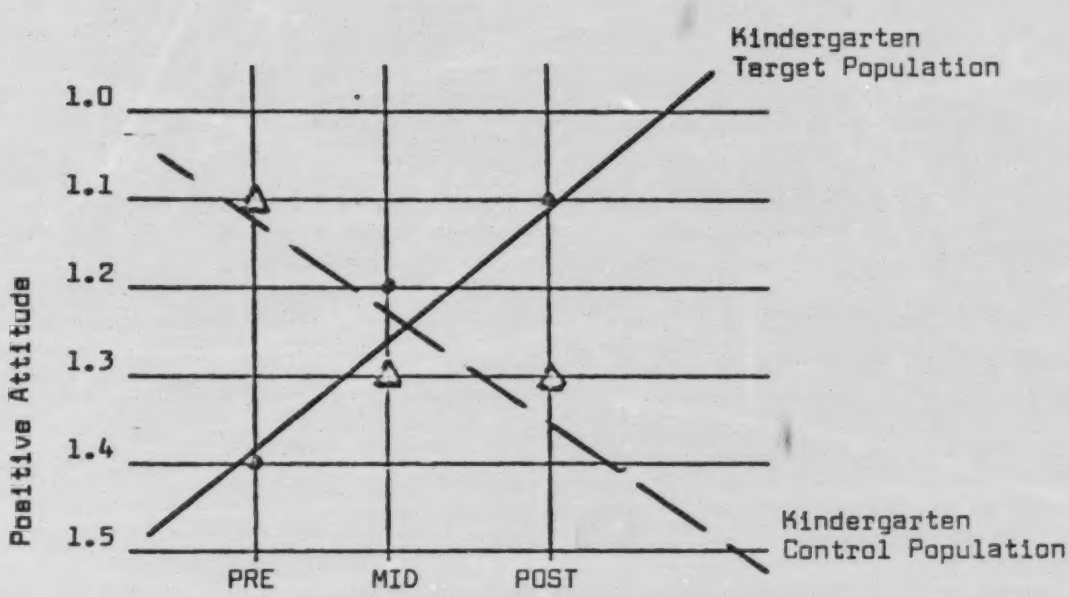
KINDERGARTEN PRE - MID - POST RESULTS: READING



● Target Population

Δ Control Population

Analyzing Data

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1. What analyses were undertaken of the data?
2. What was the basis for judging the progress of the program group?
3. What comparisons were drawn for subsamples?
4. What evidence is there that those who attended more gained more from the program?

Program analyses was in terms of time and effectiveness and of process objectives and products produced.

Student analyses involved analyses of state mandated tests in terms of longitudinal history in comparison with control groups.

Judgement of progress in the program group was based on the amount of achievement in mandated tests by longitudinal comparison of project and control schools, and the attitudinal changes of students as recorded in the attitudinal survey in the project schools versus control schools. No subsamples were used in the program. See the final product evaluation report for information concerning evidence that those who attended more gained more from the program.

Interim Objectives and Findings

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1. What were the interim objectives of the program?
2. State the findings in ordinary language for each objective.
3. Indicate clearly success or failure for each objective.
4. Can the findings be generalized, or are they applicable only to the group served by the program?
5. What were the causative factors for unmet objectives?
6. What are the other important findings which were not anticipated?

Interim objectives were as follows:

List accepted performance objectives in language/art/music.
Complete sequential activities to achieve performance in language/art/music.
Review/select instructional strategies.
Develop/distribute operational program manual.
Review/prepare statement of teacher in-service needs.
Develop total in-service program (content/activities).
List/secure required resources (materials/personnel).
Schedule/implement in-service program.
Establish anticipated learner levels in language/art/music.
Identify/acquire assessment resources (including test instruments).
Develop test administration schedule.
Develop/distribute recording system for compilation of criterion reference test data.
Develop evaluation report requirements.
Analyze compiled data.
Prepare/distribute evaluation reports.
Support participating teachers in implementation.
Monitor instructional program to insure compliance with program design.
Consider/implement operational revisions as required to meet program objectives.
Determine/acquire instructional materials as required.
Prepare/distribute program descriptive material.

The listing of accepted performance objectives in language, art and music was successfully completed as scheduled. Project staff/teacher committees (reading, art, music) determined and tested the accepted performance objectives.

Sequential activities to achieve performance in language, art and music were completed in accordance with the functional time line. The activities in language and in art and in music were ordered independently. Sequencing activities were performed by staff/teacher committees.

Instructional strategies were selected after due consideration. Three alternate strategies were identified and considered.

Consideration was given to these strategies from the standpoint of cost effectiveness and instructional design. Although the total cost of the third strategy was highest, it was selected because the cost effectiveness was determined to be considerably lower than the other two strategies in that it was the most capable in meeting the students' needs and could accomplish the instructional design more effectively.

The operational program manual was successfully completed for use in the pilot year of the project, with revisions for future use recommended as the related materials were field tested. Content of the manual includes three separate books; one for each strand: language, art and music. Their use is for determination of prescriptions to meet learner deficiencies and to determine needed student skills. Teacher analyses of the three led to use of an integration matrix and "recipe book" for the inter-linking of three strands.

Teacher in-service needs were reviewed and instructional skills listed. Expressed needs were determined by the Project Director and staff in formal/ informal discussions and observations with target school teachers.

The total development of the in-service program involved determination of required materials, needed consultants, needed instructional media, the scheduled development and implementation of the total program. See the final process evaluation report for more detail.

Learner levels were established by a review of objectives by the staff; entry levels for each student on each strand were determined. Student's potential end-of-year skills levels in each strand was determined using the teacher assessments of the student's potential and the diagnostic student base line data per strand.

Assessment resources included standardized test instruments (Cooperative Primary, CTBS), an attitudinal survey instrument and criterion referenced pre- and post-tests.

The testing administration schedule was developed which included testing of the general target population in October and May with random sample interim product testing done in January.

A recording system for compilation of criterion referenced test data included the determination of collection and recording needs, the development of forms for individual and class profile sheets and the development of recording procedures.

The development of evaluation report requirements determined the data required to show program effectiveness through use of a reporting format schedule.

Data was collected, analyzed and reported in accordance with the functional time line.

Support for participating teachers was provided through determination of teacher support needs, scheduled class visitations by the Project Director and the consultants and special training session in workshops relating to special needs.

The instructional program was monitored through the scheduled class visitations twice a week by the Project Director to insure compliance with the project design.

Operational revisions were considered and implemented as need arose and as required to meet program objectives. Many revisions were identified, but not implemented because of the need for a third year in which to process them.

Needed resources for the operational program were systematically identified and the necessary instructional materials were purchased according to the proposed budget and according to the instructional design.

Descriptive materials for the project were designed, developed and distributed according to established needs.

Final reports were completed on schedule for use in recommending project continuation without funding.

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Project Objectives and Findings

1. What were the project objectives of the program?
2. State the findings in ordinary language for each objective.
3. Indicate clearly success or failure for each objective.
4. Can the findings be generalized, or are they applicable only to the group served by the program?
5. What were the causative factors for unmet objectives?
6. What are the other important findings which were not anticipated?

The project objectives are as follows:

1. Review and finalize operational program design.
2. Plan and implement teacher in-service program.
3. Develop and implement program evaluation strategy.
4. Implement and monitor instructional program.

Objective No. 1

Performance criteria met: By the end of August, the teacher task force had in their possession instructional level performance objectives in language, art and music with the suggested sequential activities. Instructional strategies were identified and the "Operational Program Manual" was published and distributed to the teachers. The "Operational Program Manual" consists of three books--for the language arts strand, one for the music strand and one for the art strand. Each manual contains the functions of the strand and includes suggested media, suggested teaching methods, and learner responses. An integration matrix (and form) has also been developed which allows for the consistent use of all three manuals and recording of results. A program recipe book (and forms) for language arts/music and language arts/art recipes (i.e., Prescriptions) is also an integral part of the developed program. The objective was, thus, very successful in developing an operational design with a functional supportive management format.

Objective No. 2

In-service needs, program content and instructional activities and the necessary resources (personnel and materials) were identified at a pre-school workshop. They were developed successfully at the workshop and during the first part of the school year and implemented successfully throughout the year. Participating teachers show evidence of having acquired predetermined needed skills for operation of the project in its present stage of development.

Objective No. 3

The program evaluation strategy was successfully developed and implemented. Anticipated learner levels were established early in the year and the assessment resources identified and scheduled. A recording system for compiling criterion reference test data was developed and implemented

Objective No. 3 cont.

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and evaluation report requirements were developed. Data was analyzed and distributed on schedule. An attitudinal (affective domain) survey instrument was developed and administered and the data collected, analyzed and reported.

Objective No. 4

The instructional program has been successfully implemented and monitored through scheduled class visitations, for support of participating teachers, by two art consultants, three music consultants and the project director to insure compliance with the project design. Revisions were considered and implemented as required. Instructional materials were acquired as needed. Descriptions of the project were prepared and distributed as needs arose. Continuation plans for further operation without special funding were developed and recommended. Evaluation determined that monitoring was affective in achieving project objectives.

PROJECT NUMBER 1 0 5 4

SUMMARY OF OBJECTIVES ACCOMPLISHED

bjectives: Record project objectives first, raw a line and enter the nterim objectives ecord a brief description (Include quantification)* (1)	Type of measure selected (code from Form EV 73.12) (2)	Criteria for success (record by number)** (3)	Accomplishment of Objectives: State yes or no (and %)*** (4)	Accomplishment of Objectives: Successful areas (i.e., grade levels and schools)**** (5)	Accomplishment of Objectives: Unsuccessful areas (i.e., grade levels and schools)**** (6)	Estimated cost to date (for interim objectives only) (7)	State use (8)
Increase the current reading achievement of students in grades K-8 in three rural schools in Shasta County by analyzing current practices in the teaching of reading and the fine arts and recommending and implementing new dimensions to the established programs, that will result, at the termination of the project, with students reading at significantly higher levels as determined by evaluation design.	04, 05 Grade Equivalent Scores	2					29
Review/finalize operational program design.		1	yes, 100%	all	none		
Plan/implement teacher in-service program.		1	yes, 100%	all	none		
Develop/implement program evaluation strategy.		1	yes, 100%	all			

*Record degree of success anticipated.
**Number 1 Reach desired level of performance, No. 2 Exceed comparison group, No. 3 Past performance from baseline data.
***Percentage as stated in narrative, i.e., 80% of participants will --- 80% in this case equals 100% of objectives.
****Applies to measures of participants only, i.e., Washington school (2,3, and 5).

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PROJECT NUMBER 1 0 5 4

SUMMARY OF OBJECTIVES ACCOMPLISHED

bjectives: Record project objectives first, raw a line and enter the nterim objectives ecord a brief description (Include quantification)* (1)	Type of measure selected (code from Form EV 73.12) (2)	Criteria for success (record by number)** (3)	Accomplishment of Objectives: State yes or no (and %)*** (4)	Successful areas (i.e., grade levels and schools)**** (5)	Unsuccessful areas (i.e., grade levels and schools)**** (6)	Estimated cost to date (for interim objectives only) (7)	State use (8)
Implement/monitor instructional program.		1 (all objectives)	yes, 100%				
List accepted performance objectives in language/art/music.		1	yes, 100%			$ 406	
Complete sequential activities to achieve performance in language/art/music.		1	yes, 100%			$1,956	
Review/select instructional strategies.		1	yes, 100%			$1,321	
Develop/distribute operational program manual..		1	yes, 100%			$ 660	
Review/prepare statement of teacher in-service needs.		1	yes, 100%			$ 371	
Develop total in-service program (content/activities).		1	yes, 100%			$ 316	

*Record degree of success anticipated.
**Number 1 Reach desired level of performance, No. 2 Exceed comparison group, No. 3 Past performance from baseline data.
***Percentage as stated in narrative, i.e., 80% of participants will --- 80% in this case equals 100% of objectives.
****Applies to measures of participants only, i.e., Washington school (2,3, and 5).

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PROJECT NUMBER 1 0 5 4

SUMMARY OF OBJECTIVES ACCOMPLISHED

Objectives: Record project objectives first, draw a line and enter the interim objectives Record a brief description (Include quantification)* (1)	Type of measure selected (code from Form EV 73.12) (2)	Criteria for success (record by number)** (3)	Accomplishment of Objectives: State yes or no (and %)*** (4)	Successful areas (i.e., grade levels and schools)**** (5)	Unsuccessful areas (i.e., grade levels and schools)**** (6)	Estimated cost to date (for interim objectives only) (7)	Stat use (8)
List/secure required resources (materials/ personnel).		1	yes, 100%			$ 525	
Schedule/implement in-service program.		1	yes, 100%			$1,876	
Establish anticipated learner levels in language/art/music.		1	yes, 100%			$2,282	
Identify/acquire assessment resources (including test instruments).		1	yes, 100%			$ 194	
Develop test administration schedule.		1	yes, 100%			$ 662	
Develop/distribute recording system for compilation of criterion reference test data.		1	yes, 100%			$ 470	
Develop evaluation report requirements.		1	yes, 100%			$ 77	

*Record degree of success anticipated.
**Number 1 Reach desired level of performance, No. 2 Exceed comparison group, No. 3 Past performance from baseline data.
***Percentage as stated in narrative, i.e., 80% of participants will --- 80% in this case equals 100% of objectives.
****Applies to measures of participants only, i.e., Washington school (2,3, and 5).

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PROJECT NUMBER 1 0 5 4

SUMMARY OF OBJECTIVES ACCOMPLISHED

Objectives: Record project objectives first, draw a line and enter the interim objectives Record a brief description (Include quantification)* (1)	Type of measure selected (code from Form EV 73.12) (2)	Criteria for success (record by number)** (3)	Accomplishment of Objectives			Estimated cost to date (for interim objectives only) (7)	State use (8)
			State yes or no (and %)*** (4)	Successful areas (i.e., grade levels and schools)**** (5)	Unsuccessful areas (i.e., grade levels and schools)**** (6)		
Analyze compiled data.		1	yes, 100%			$ 197	
Prepare/distribute evaluation reports.		1	yes, 100%			$1,067	
Support participating teachers in implementation.		1	yes, 100%			$9,432	
Monitor instructional program to insure compliance with program design.		1	yes, 100%			$875	
Consider/implement operational revisions as required to meet program objectives.		1	yes, 100%			$ 790	
Determine/acquire instructional materials as required.		1	yes, 100%			$3,730	
Prepare/distribute program descriptive material.		1	yes, 100%			$ 510	

*Record degree of success anticipated.
**Number 1 Reach desired level of performance, No. 2 Exceed comparison group, No. 3 Past performance from baseline data.
***Percentage as stated in narrative, i.e., 80% of participants will --- 80% in this case equals 100% of objectives.
****Applies to measures of participants only, i.e., Washington school (2,3, and 5).

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PROJECT NUMBER 1 0 5 4

SUMMARY OF OBJECTIVES ACCOMPLISHED

Objectives: Record project objectives first, draw a line and enter the interim objectives Record a brief description (Include quantification)* (1)	Type of measure selected (code from Form EV 73.12) (2)	Criteria for success (record by number)** (3)	Accomplishment of Objectives			Estimated cost to date (for interim objectives only) (7)	State use (8)
			State yes or no (and %)*** (4)	Successful areas (i.e., grade levels and schools)**** (5)	Unsuccessful areas (i.e., grade levels and schools)**** (6)		
Prepare final reports and review/recommend/ develop possible program incentive application.		1	yes, 100%			$ 650	33

*Record degree of success anticipated.
**Number 1 Reach desired level of performance, No. 2 Exceed comparison group, No. 3 Past performance from baseline data.
***Percentage as stated in narrative, i.e., 80% of participants will --- 80% in this case equals 100% of objectives.
****Applies to measures of participants only, i.e., Washington school (2,3, and 5).

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PROJECT NUMBER 1 0 5 4

SUMMARY OF PROGRAM ELEMENTS

By type indicated in column (1), briefly record program elements in column (2) and (4), which characterize the programs

Type of Program Element (examples follow each) (1)	The Regular Program (for the prior year or comparison group) (2)	The Project's Program Type* (3)	The Project's Program Program elements used (4)	State Use (5)
1. Staffing and their Deployment Indicate regular and support personnel, by grade level and school.	Three project schools with three kindergarten teachers, three grade 1 teachers, three grade 2 teachers, three grade 3 teachers, three grade 4 teachers, three grade 5 teachers, three grade 6 teachers, three grade 7 teachers, 3 grade 8 teachers	2	All classroom teachers supplemented regular classroom reading/language program with project materials and procedures. No additional classroom teachers were required for this strand of the program. Art and music consultants made regularly scheduled visits to each classroom which were additional services to the regular program	
2. Learning materials Basic textbooks, supplementing materials (project or commercially prepared), and special equipment.	State basal reading series supplemented by teacher prepared materials (all grade levels).	2	Diagnostic prescriptive materials for reading skills (adapted from Project SARI) and Language Communication, Project Art Continuum, Project Music Continuum.	
3. Instructional methodology Procedures for instruction; i.e., use of grouping, learning stations, individual contracts, pull out labs, and peer teaching.	The use of reading/language groups: Teachers work with one group at a time while others do desk work or work at learning centers. Grouping is based on ability. Part of the art and music instruction was done with entire group (consultants, teachers, etc.,) and part was done by individualized instruction based on reading continuum.	2	Grouping based on similar skill deficiencies of a class as a whole for some time. Learning stations used daily. More concentration on individuals in terms of both strengths and weaknesses. Use of more highly developed fine arts skills presented by fine arts consultants.	

*Explain the use of the project elements described in column 4; insert a (1) if they replace those for the regular program, or a (2) if they are a modification or addition to it.

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PROJECT NUMBER 1 0 5 4

SUMMARY OF PROGRAM ELEMENTS

By type indicated in column (1), briefly record program elements in column (2) and (4), which characterize the programs

Type of Program Element (examples follow each) (1)	The Regular Program (for the prior year or comparison group) (2)	The Project's Program Type* (3)	The Project's Program Program elements used (4)	State Use (5)
4. Procedures for Individualizing Instruction Periodic assignment of participants to learning experiences (based on staff judgement, pupil test scores, diagnostic profiles, pupil selection).	Pupils change grouping on basis of skill deficiencies as determined by teacher judgement and project criterion reference tests.	2	A systematic continuum is used in all three strands of the program, language art and music. Pupils work at own rate and are tracked by a project management system.	
5. Staff Development Inservice experiences for improving skills and knowledge.	Classroom teachers received orientations, periodic monitoring services, including materials and classroom demonstrations for developing teaching skills in fine arts.	2	Biweekly classroom monitoring sessions at each project school were the main contact with project school staffs. Preschool in-service sessions were employed during the project two year span.	
6. Auxiliary Services Library, health, pupil personnel services, and parent involvement.	Project schools maintained libraries and supportive services and made extensive use of parent volunteers as learning center and fine arts workshop aides.	2	Shasta County schools' music and art programs were utilized in developing the fine arts continuums through class activities.	
7. Other				

*Explain the use of the project elements described in column 4; insert a (1) if they replace those for the regular program, or a (2) if they are a modification or addition to it.

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FINAL PRODUCT EVALUATION REPORT

NEW DIMENSIONS IN LANGUAGE DEVELOPMENT SKILLS FOR RURAL SCHOOLS

PROJECT #1054

SHASTA COUNTY SUPERINTENDENT OF SCHOOLS

CONDUCTED BY IRA NELKEN

NORTHERN CALIFORNIA P.A.C.E. CENTER

JUNE 25, 1973

To increase the current reading achievement of students in Grades K through 8 in three rural schools in Shasta County by analyzing current practices in the teaching of reading and the fine arts and recommending and implementing new dimensions to the established programs, that will result, at the termination of the project, with students reading at significantly higher levels as determined by evaluation design.

I. SUMMARY

The reading test data indicates considerable project success in increasing reading performance in the project's target population in 1972-73 (measured by gain scores) in comparison to reading performance of a control population (1972-73) and in comparison to the target populations previous reading performance gains (1971-72).

II. DESCRIPTION OF TESTS ADMINISTERED

Dates of test administration are found on Tables I - III and Tables V - IX. Grades 4-6 used the CTBS Reading Test, Form 2Q. Grades 7-8 used the CTBS Reading Test, Form 3Q. Grades 1-3 used the Cooperative Primary Test, Reading.

III. DESCRIPTION OF DATA

Mean grade equivalent scores were calculated from all available test data. The grade level by school results may be found in tabulated form in Tables I - X: Summary of Measurement by Grade Level, and Tables XI - XIV: Longitudinal Data.

The change score (gain score) is defined as the resultant gradeequivalent difference between two testings (pre/post) for a given school year. The mean

gain scores in reading may be found in tabulated form in Tables XV - XVIII: Summary of Longitudinal Effect, and Tables XIX - XXII: Summary of Project vs. Comparison Group Gains.

IV. DESIGN

The treatment group consists of the project's schools: Columbia Elementary School, Shasta Union Elementary School, and Whitmore Elementary School.

The gain scores in the project school's classrooms during the treatment year (1972-73) are compared with the gain scores in the project school's classrooms during the baseline year (1971-72).

Furthermore, a comparison during the treatment year is available between gain scores in project school classrooms vs. control school classrooms. The control school classrooms were classroom's in other rural schools in Shasta County of like rural conditions and classroom/school size. The control school classrooms are in Buckeye, Junction, Happy Valley, French Gulch, and Oakrun Elementary Schools.

The hypotheses for the evaluation design are that students in the treatment group (the project) would increase their performance (gain scores) during 1972-73 (treatment year) when compared to 1971-72 (baseline year); and that the treatment group students (the project) would have greater gain scores during treatment (1972-73) than would the control group students who received no treatment (during the same year: 1972-73).

V. ANALYSIS OF DATA

Logitudinal Effect: Logitudinal data was available for treatment classroom from

1971, 1972 and 1973. This data is reported in Tables XI - XIV. A comparison of gain scores, project year (1972-73) to baseline year (1971-72) -- see Tables XV - XVIII -- indicates greater gain score gains at each of the three project schools during the project year than during the baseline year. Columbia School had four classrooms showing greater gains during 1972-73 vs. two showing less gain than 1971-72 (See Table XV). Shasta Union School had three classrooms with greater gains, two with less and one the same as 1971-72 (See Table XVI). Whitmore School had three with greater gains, two with less and one the same (See Table XVII).

Summarizing classroom logitudinal comparisons, in ten cases project year gains are greater than baseline, in six cases they are less, and in two cases they are the same.

Overall, five out of six grade levels (2,4,5,6, and 8) had greater gain score gains during 1972-73 and one grade level (7) had less gain (See Table XVIII).

Project Schools Vs. Control Schools Comparison: Comparison data was available for both treatment classrooms and control classrooms during 1972-73. This data is reported in Tables I - X and summaries of project vs. comparison group gains is reported in Tables XIX - XXII. A comparison of gain scores, project schools vs. control schools during the project year (1972-73) -- See Tables XIX - XXII -- indicates greater gain score gains in project classrooms than in control group classrooms. Shasta Union School gains were greater than control group gains in six of seven grade levels (clasrooms) and is less in one classroom (Table XIX). Columbia Schools gains are greater in two and less in three classes (Table XX) and Whitmore school gains are greater in four cases, less in two cases and the same in one case (Table XXI). Summarizing classroom comparisons, in twelve cases the treatment classroom gains are greater, in six cases they are less, and in one case it is the same. Grade level gain scores for all project participants is greater in all seven cases (Grades 2-7) than the control group grade level gain scores

(See Table XXII).

VI. CONCLUSIONS

An examination of the mean gain scores was made and the results indicate substantial increases in gain score reading performance (1972-73) at the three project schools (Columbia, Shasta Union, and Whitmore) when compared to their previous baseline performance (1971-72) and also when compared to their control classrooms performance (1972-73). The data indicates a clear consistant trend indicating the project's effectiveness at increasing reading performance among its target population.

TABLE I

SUMMARY OF MEASUREMENT DATA BY GRADE LEVEL

BEST COPY AVAILABLE

PROJECT NUMBER 1 0 5 4 COLUMBIA

Duplicate as needed and indicate type of repo

FOR PROJECT SCHOOL NO. 6 0 5 0 1 8
FOR COMPARISON SCHOOL NO. — — — — — —
FOR ALL PROJECT SCHOOLS —
FOR ALL COMPARISON SCHOOLS —

	Pre-test Information				Post-test Information				Pre-Post Differences			
Grade Level* (1)	Pre-test month (2)	Code No. of test & subject** (3)	Number pre-tested (4)	Mean score (5)	Post-test month (6)	Code No. of test & sub-ject (7)	Number post-tested (8)	Mean Score (9)	Percent taking both pre- and post-tests (10)	Difference (Col. 9 minus Col. 5) (11)	Type of score*** (12)	State Use Only (13)
Pre												
K												
1	-----	-------	-----	---	May	05	21	1.94	--------	---------	GE	
2	May	05	17	1.83	May	05	17	2.61	100	0.78	GE	
3	May	05	11	2.65	May	05	11	3.33	100	0.68	GE	
4	May	05	13	3.72	May	04	13	4.98	109	1.26	GE	
5	May	04	18	4.63	May	04	18	5.76	100	1.13	GE	
6	May	04	18	6.26	May	04	18	6.43	100	0.19	GE	
7	May	04	16	7.31	May	04	16	8.18	100	0.87	GE	
8	May	04	23	7.35	May	04	23	8.38	100	1.03	GE	
9												
10												
11												
12												

* When multiple measures are to be reported for a single grade level, revise column (1) using additional lines as needed
** Use the test list (EV. 73.12); insert an astarisk if a sub-test is used, and give its name.
*** Where appropriate, use a scaled score (otherwise, write in Raw score). Indicate the scale used; G.E. for grade equivalent, %ile for percentile equivalents, stand for standard scores, scaled for scaled scores. Plus for [illegible]

TABLE II

SUMMARY OF MEASUREMENT DATA BY GRADE LEVEL

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PROJECT NUMBER 1 0 5 4 SHASTA UNION

Duplicate as needed and indicate type of repor

FOR PROJECT SCHOOL NO. 6 0 5 0 5 4
FOR COMPARISON SCHOOL NO. — — — — — —
FOR ALL PROJECT SCHOOLS —
FOR ALL COMPARISON SCHOOLS —

	Pre-test Information				Post-test Information				Pre-Post Differences			
rade evel* (1)	Pre-test month (2)	Code No. of test & subject** (3)	Number pre-tested (4)	Mean score (5)	Post-test month (6)	Code No. of test & sub-ject (7)	Number post-tested (8)	Mean Score (9)	Percent taking both pre- and post-tests (10)	Difference (Col. 9 minus Col. 5) (11)	Type of score*** (12)	State Use Only (13)
Pre												
K												
1	----	-----	----	----	May	05	20	3.15	-------	-----	GE	
2	May	05	26	2.46	May	05	26	3.23	100	0.77	GE	
3	May	05	14	3.33	May	05	14	4.17	100	0.86	GE	
4	May	05	19	3.65	May	04	19	4.70	100	1.10	GE	
5	May	04	15	4.92	May	04	15	5.50	100	0.58	GE	
6	May	04	25	5.92	May	04	25	7.35	100	1.43	GE	
7	May	04	19	5.49	May	04	19	8.26	100	2.72	GE	
8	May	04	25	7.32	May	04	25	7.91	100	0.56	GE	
9												
10												
11												
12												

* When multiple measures are to be reported for a single grade level, revise column (1) using additional lines as needed
** Use the test list (EV. 73.12); insert an astarisk if a sub-test is used, and give its name.
*** Where appropriate, use a scaled score (otherwise, write in Raw score). Indicate the scale used; G.E. for grade equivalent, %ile for percentile equivalents, stand for standard scores scaled for grade level. Use [illegible]

TABLE III

SUMMARY OF MEASUREMENT DATA BY GRADE LEVEL

BEST COPY AVAILABLE

PROJECT NUMBER 1 0 5 4

WHITMORE

Duplicate as needed and indicate type of repo

FOR PROJECT SCHOOL NO. 6 0 5 0 5 9
FOR COMPARISON SCHOOL NO. _ _ _ _ _ _
FOR ALL PROJECT SCHOOLS _
FOR ALL COMPARISON SCHOOLS _

	Pre-test Information				Post-test Information				Pre-Post Differences			
Grade Level* (1)	Pre-test month (2)	Code No. of test & subject** (3)	Number pre-tested (4)	Mean score (5)	Post-test month (6)	Code No. of test & subject (7)	Number post-tested (8)	Mean Score (9)	Percent taking both pre- and post-tests (10)	Difference (Col. 9 minus Col. 5) (11)	Type of score*** (12)	State Use Only (13)
Pre												
K												
1	-----	------	----	----	May	05	5	2.16	-------	------	GE	
2	May	05	4	2.06	May	05	4	3.40	100	1.34	GE	
3	May	05	6	2.35	May	05	6	3.69	100	1.34	GE	
4	May	05	3	4.78	May	04	3	5.87	100	1.09	GE	
5	Oct.	04	4	5.25	May	04	4	6.05	100	0.80	GE	
6	May	04	6	6.85	May	04	6	7.63	100	0.78	GE	
7	May	04	3	6.23	May	04	3	8.03	100	1.80	GE	
8	May	04	3	10.97	May	04	3	11.80	100	0.83	GE	
9												
10												
11												
12												

* When multiple measures are to be reported for a single grade level, revise column (1) using additional lines as need
** Use the test list (EV. 73.12); insert an astarisk if a sub-test is used, and give its name.
*** Where appropriate, use a scaled score (otherwise, write in Raw score). Indicate the scale used; G.E. for grade equivalent, %ile for percentile equivalents, stand for standard scores, scaled for scaled scores. Use for f

TABLE IV.

SUMMARY OF MEASUREMENT DATA BY GRADE LEVEL

BEST COPY AVAILABLE

PROJECT NUMBER 1 0 5 4

Duplicate as needed and indicate type of repo

FOR PROJECT SCHOOL NO. _ _ _ _ _ _

FOR COMPARISON SCHOOL NO. _ _ _ _ _ _

FOR ALL PROJECT SCHOOLS XX

FOR ALL COMPARISON SCHOOLS _

	Pre-test Information				Post-test Information				Pre-Post Differences			
rade evel* (1)	Pre-test month (2)	Code No. of test & subject** (3)	Number pre-tested (4)	Mean score (5)	Post-test month (6)	Code No. of test & sub-ject (7)	Number post-tested (8)	Mean Score (9)	Percent taking both pre- and post-tests (10)	Difference (Col. 9 minus Col. 5) (11)	Type of score*** (12)	State Use Only (13)
Pre												
K												
1	----	------	----	----	May	05	46	2.49	---------	-------	GE	
2	May	05	47	2.20	May	05	47	3.02	100	0.82	GE	
3	May	05	31	2.90	May	05	31	3.78	100	0.88	GE	
4	May	05	35	3.77	May	04	35	4.90	100	1.13	GE	
5	May	04	37	4.81	May	04	37	5.69	100	0.88	GE	
6	May	04	49	6.16	May	04	49	7.05	100	0.89	GE	
7	May	04	38	6.31	May	04	38	8.21	100	1.90	GE	
8	May	04	51	7.55	May	04	51	8.35	100	0.80	GE	
9												
10												
11												
12												

* When multiple measures are to be reported for a single grade level, revise column (1) using additional lines as needed

** Use the test list (EV. 73.12); insert an astarisk if a sub-test is used, and give its name.

*** Where appropriate, use a scaled score (otherwise, write in Raw score). Indicate the scale used; G.E. for grade equivalent, %ile for percentile equivalents, stand for standard scores, scaled for scaled scores. Explain [illegible]

TABLE V.

SUMMARY OF MEASUREMENT DATA BY GRADE LEVEL

BEST COPY AVAILABLE

PROJECT NUMBER 1 0 5 4

BUCKEYE

Duplicate as needed and indicate type of repo

FOR PROJECT SCHOOL NO.
FOR COMPARISON SCHOOL NO. 6 0 5 0 0 9
FOR ALL PROJECT SCHOOLS —
FOR ALL COMPARISON SCHOOLS —

	Pre-test Information				Post-test Information				Pre-Post Differences			
Grade Level* (1)	Pre-test month (2)	Code No. of test & subject** (3)	Number pre-tested (4)	Mean score (5)	Post-test month (6)	Code No. of test & sub-ject (7)	Number post-tested (8)	Mean Score (9)	Percent taking both pre- and post-tests (10)	Difference (Col. 9 minus Col. 5) (11)	Type of score*** (12)	State Use Only (13)
Pre												
K												
1	-----	-----	----	----	May	05	22	2.38	------	------	GE	
2												
3	May	05	24	3.09	May	05	24	4.02	100	0.93	GE	
4	Oct.	04	22	3.66	May	04	22	4.72	100	1.06	GE	
5												
6	Oct.	04	14	5.26	May	04	14	6.08	100	0.82	GE	
7	Oct.	04	18	6.87	May	04	18	7.64	100	0.77	GE	
8	Oct.	04	19	8.41	May	04	19	8.83	100	0.42	GE	
9												
10												
11												
12												

* When multiple measures are to be reported for a single grade level, revise column (1) using additional lines as need
** Use the test list (EV. 73.12); insert an astarisk if a sub-test is used, and give its name.
*** Where appropriate, use a scaled score (otherwise, write in Raw score). Indicate the scale used; G.E. for grade equivalent, %ile for percentile equivalents, stand for standard scores scaled for [illegible]

TABLE VI.
SUMMARY OF MEASUREMENT DATA BY GRADE LEVEL

BEST COPY AVAILABLE

PROJECT NUMBER 1 0 5 4 HAPPY VALLEY

Duplicate as needed and indicate type of repo

FOR PROJECT SCHOOL NO. — — — — — —
FOR COMPARISON SCHOOL NO. 6 0 5 0 3 4
FOR ALL PROJECT SCHOOLS —
FOR ALL COMPARISON SCHOOLS —

	Pre-test Information				Post-test Information				Pre-Post Differences			
Grade Level* (1)	Pre-test month (2)	Code No. of test & subject** (3)	Number pre-tested (4)	Mean score (5)	Post-test month (6)	Code No. of test & subject (7)	Number post-tested (8)	Mean Score (9)	Percent taking both pre- and post-tests (10)	Difference (Col. 9 minus Col. 5) (11)	Type of score*** (12)	State Use Only (13)
Pre												
K												
1	----	-----	---	----	May	05	32	1.66	-------	------	GE	
2	May	05	25	1.56	May	05	25	2.44	100	0.88	GE	
3												
4	Oct.	04	18	3.14	May	04	18	3.75	100	0.61	GE	
5												
6												
7	Oct.	04	21	5.15	May	04	21	6.28	100	1.13	GE	
8												
9												
10												
11												
12												

* When multiple measures are to be reported for a single grade level, revise column (1) using additional lines as needed.
** Use the test list (EV. 73.12); insert an asterisk if a sub-test is used, and give its name.
*** Where appropriate, use a scaled score (otherwise, write in Raw score). Indicate the scale used; G.E. for grade equivalent, %ile for percentile equivalents, stand for standard normal scaled for scaled scores. Find for [illegible]

TABLE VII.

SUMMARY OF MEASUREMENT DATA BY GRADE LEVEL

BEST COPY AVAILABLE

Duplicate as needed and indicate type of repo

PROJECT NUMBER 1 0 5 4 JUNCTION

FOR PROJECT SCHOOL NO.
FOR COMPARISON SCHOOL NO. 6 0 5 0 3 9
FOR ALL PROJECT SCHOOLS —
FOR ALL COMPARISON SCHOOLS —

	Pre-test Information				Post-test Information				Pre-Post Differences			
Grade Level* (1)	Pre-test month (2)	Code No. of test & subject** (3)	Number pre-tested (4)	Mean score (5)	Post-test month (6)	Code No. of test & sub-ject (7)	Number post-tested (8)	Mean Score (9)	Percent taking both pre- and post-tests (10)	Difference (Col. 9 minus Col. 5) (11)	Type of score*** (12)	State Use Only (13)
Pre												
K												
1												
2	May	05	19	2.00	May	05	19	2.69	100	0.69	GE	
3	May	05	23	3.03	May	05	23	3.62	100	0.59	GE	
4												
5	Oct.	04	25	4.83	May	04	25	5.59	100	0.76	GE	
6	Oct.	04	30	5.62	May	04	30	6.55	100	0.93	GE	
7												
8												
9												
10												
11												
12												

* When multiple measures are to be reported for a single grade level, revise column (1) using additional lines as needed
** Use the test list (EV. 73.12); insert an asterisk if a sub-test is used, and give its name.
*** Where appropriate, use a scaled score (otherwise, write in Raw score). Indicate the scale used; G.E. for grade equivalent, %ile for percentile equivalents, stand for standard scores, scaled for scaled scores. Plan for [illegible]

TABLE VIII.

SUMMARY OF MEASUREMENT DATA BY GRADE LEVEL

BEST COPY AVAILABLE

PROJECT NUMBER 1 0 5 4 FRENCH GULCH

Duplicate as needed and indicate type of repo

FOR PROJECT SCHOOL NO. ___ ___ ___ ___ ___ ___

FOR COMPARISON SCHOOL NO. 6 0 5 0 3 2

FOR ALL PROJECT SCHOOLS —

FOR ALL COMPARISON SCHOOLS —

	Pre-test Information				Post-test Information				Pre-Post Differences			
Grade Level* (1)	Pre-test month (2)	Code No. of test & subject** (3)	Number pre-tested (4)	Mean score (5)	Post-test month (6)	Code No. of test & subject (7)	Number post-tested (8)	Mean Score (9)	Percent taking both pre- and post-tests (10)	Difference (Col. 9 minus Col. 5) (11)	Type of score*** (12)	State Use Only (13)
Pre												
K												
1												
2												
3												
4	Oct.	04	2	2.55	May	04	2	4.10	100	1.55	GE	
5	Oct.	04	2	4.90	May	04	2	5.65	100	0.75	GE	
6	Oct.	04	3	8.00	May	04	3	7.20	100	−0.80	GE	
7	Oct.	04	9	5.00	May	04	9	6.80	100	1.80	GE	
8												
9												
10												
11												
12												

* When multiple measures are to be reported for a single grade level, revise column (1) using additional lines as needed

** Use the test list (EV. 73.12); insert an asterisk if a sub-test is used, and give its name.

*** Where appropriate, use a scaled score (otherwise, write in Raw score). Indicate the scale used; G.E. for grade equivalent, %ile for percentile equivalents, stand for standard scores, scaled for scaled scores. For [illegible]

TABLE IX.

SUMMARY OF MEASUREMENT DATA BY GRADE LEVEL

BEST COPY AVAILABLE

Duplicate as needed and indicate type of repo:

PROJECT NUMBER 1 0 5 4

OAKRUN

FOR PROJECT SCHOOL NO.
FOR COMPARISON SCHOOL NO. 6 0 5 0 4 3
FOR ALL PROJECT SCHOOLS —
FOR ALL COMPARISON SCHOOLS —

	Pre-test Information				Post-test Information				Pre-Post Differences			
Grade Level* (1)	Pre-test month (2)	Code No. of test & subject** (3)	Number pre-tested (4)	Mean score (5)	Post-test month (6)	Code No. of test & subject (7)	Number post-tested (8)	Mean Score (9)	Percent taking both pre- and post-tests (10)	Difference (Col. 9 minus Col. 5) (11)	Type of score*** (12)	State Use Only (13)
Pre												
K												
1	-----	------	----	---	May	05	4	1.18	-------	-------	GE	
2	May	05	3	1.73	May	05	3	2.77	100	1.04	GE	
3	May	05	3	2.90	May	05	3	3.60	100	0.70	GE	
4												
5												
6												
7												
8	Oct.	04	5	6.83	May	04	5	7.70	100	0.87	GE	
9												
10												
11												
12												

* When multiple measures are to be reported for a single grade level, revise column (1) using additional lines as need
** Use the test list (EV. 73.12); insert an asterisk if a sub-test is used, and give its name.
*** Where appropriate, use a scaled score (otherwise, write in Raw score). Indicate the scale used; G.E. for grade equivalent, %ile for percentile equivalents, stand for standard scores, scaled for scaled scores. Use for [illegible]

BEST COPY AVAILABLE

TABLE X.
SUMMARY OF MEASUREMENT DATA BY GRADE LEVEL

PROJECT NUMBER 1 0 5 4

Duplicate as needed and indicate type of repo

FOR PROJECT SCHOOL NO. _ _ _ _ _ _
FOR COMPARISON SCHOOL NO. _ _ _ _ _ _
FOR ALL PROJECT SCHOOLS _
FOR ALL COMPARISON SCHOOLS XX

	Pre-test Information				Post-test Information				Pre-Post Differences			
Grade Level* (1)	Pre-test month (2)	Code No. of test & subject** (3)	Number pre-tested (4)	Mean score (5)	Post-test month (6)	Code No. of test & sub-ject (7)	Number post-tested (8)	Mean Score (9)	Percent taking both pre- and post-tests (10)	Difference (Col. 9 minus Col. 5) (11)	Type of score*** (12)	State Use Only (13)
Pre												
K												
1	----	-----	-----	----	May	05	58	1.90	-------	------	GE	
2	May	05	47	1.75	May	05	47	2.56	100	0.81	GE	
3	May	05	50	3.05	May	05	50	3.81	100	0.76	GE	
4	Oct.	04	42	3.38	May	04	42	4.27	100	0.89	GE	
5	Oct.	04	27	4.84	May	04	27	5.59	100	0.75	GE	
6	Oct.	04	47	5.66	May	04	47	6.45	100	0.79	GE	
7	Oct.	04	48	5.77	May	04	48	6.88	100	1.11	GE	
8	Oct.	04	24	8.08	May	04	24	8.59	100	0.51	GE	
9												
10												
11												
12												

* When multiple measures are to be reported for a single grade level, revise column (1) using additional lines as needed
** Use the test list (EV. 73.12); insert an astarisk if a sub-test is used, and give its name.
*** Where appropriate, use a scaled score (otherwise, write in Raw score). Indicate the scale used; G.E. for grade equivalent, %ile for percentile equivalents, stand for standard scores, scaled for scaled scores. Find for f...

Indicate type of data for school number 6 0 5 0 1 8 1 for all project schools

BEST COPY AVAILABLE

TABLE XI.
COLUMBIA

Check one - Language Development (Reading/Math) Other ( )

Grade Level (1)	Percent below Q_1 (School wide) (2)	No. of Students with scores (3)	May 1973 Test used* (4)	May 1973 Mean G.E. (5)	May 1972 Test used* (6)	May 1972 Mean G.E. (7)	May 1971 Test used* (8)	May 1971 Mean G.E. (9)	May 1970 Test used* (10)	May 1970 Median G.E. (11)	State Use C
1	— —	—,— 2 1	0 5	— 1.9							
2	— —	—,— 1 7	0 5	— 2.6	0 5	— 1.8					
3	— —	—,— 1 1	0 5	— 3.3	0 5	— 2.7	0 5	— 1.8			
4		—,— 1 3	0 4	— 5.0	0 5	— 3.7	0 5	— 2.7	— —	— —.—	
5		—,— 1 8	0 4	— 5.8	0 4	— 4.6	0 5	— 3.7	— —	— —.—	
6	— —	—,— — —	0 4	— 6.4	0 4	— 6.3	0 4	— 5.6	— —	— —.—	
7		—,— 1 6	0 4	— 8.2	0 4	— 7.3	0 4	— 6.8	— —	— —.—	
8		—,— 2 3	0 4	— 8.4	0 4	— 7.4	0 4	— 7.1	— —	— —.—	
9		—,— — —	— —	— —.—	— —	— —.—	— —	— —.—	— —	— —.—	
10		—,— — —	— —	— —.—	— —	— —.—	— —	— —.—	— —	— —.—	
11		—,— — —	— —	— —.—	— —	— —.—	— —	— —.—	— —	— —.—	
12	— —	—,— — —	— —	— —.—	— —	— —.—	— —	— —.—	— —	— —.—	

50

Indicate type of data for school number 6 0 5 0 5 4 6
for all project schools _____

Other ( ) ____

TABLE XII.
SHASTA UNION

Grade Level (1)	Percent below Q_1 (School wide) (2)	No. of Students with scores (3)	May 1973 Test used* (4)	May 1973 Mean Median G.E. (5)	May 1972 Test used* (6)	May 1972 Mean Median G.E. (7)	May 1971 Test used* (8)	May 1971 Mean Median G.E. (9)	May 1970 Test used* (10)	May 1970 Median G.E. (11)	State Use C
1	— —	—,— 20	05	3.2							
2	— —	—,— 26	05	3.2	05	2.5					
3	— —	—,— 14	05	4.2	05	3.3	05	3.0			
4		—,— 19	04	4.7	05	3.7	05	2.7	— —	— —.—	
5		—,— 15	04	5.5	05	4.9	05	3.6	— —	— —.—	
6	— —	—,— 25	04	7.4	04	5.9	04	5.6	— —	— —.—	
7		—,— 19	04	8.3	04	5.5	04	5.8	— —	— —.—	
8		—,— 25	04	7.9	04	7.3	04	6.4	— —	— —.—	
9		—,— — —	— —	— —.—	— —	— —.—	— —	— —.—	— —	— —.—	
10		—,— — —	— —	— —.—	— —	— —.—	— —	— —.—	— —	— —.—	
11		—,— — —	— —	— —.—	— —	— —.—	— —	— —.—	— —	— —.—	
12	— —	—,— — —	— —	— —.—	— —	— —.—	— —	— —.—	— —	— —.—	

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for school number 6 0 5 0 5 9 5

for all project schools

TABLE XIII.
WHITMORE

Grade Level (1)	Percent below Q_1 (School wide) (2)	No. of Students with scores (3)	May 1973		May 1972		May 1971		May 1970		State Use O
			Test used* (4)	Median G.E. (5)	Test used* (6)	Median G.E. (7)	Test used* (8)	Median G.E. (9)	Test used* (10)	Median G.E. (11)	
1	— —	—,— — 1	0 5	— 2.2							
2	— —	—,— — 4	0 5	— 3.4	0 5	— 2.1					
3	— —	—,— — 6	0 5	— 3.7	0 5	— 2.4	0 5	— 2.5			
4		—,— — 3	0 4	— 5.9	0 5	— 4.8	0 5	— 4.1	— —	— —.—	
5		—,— — 4	0 4	— 6.1	0 4	— 5.3	(Oct. 71) 0 4	— 3.9	— —	— —.—	
6	— —	—,— — 6	0 4	— 7.6	0 4	— 6.9	0 4	— 6.2	— —	— —.—	
7		—,— — 3	0 4	— 8.0	0 4	— 6.2	0 4	— 6.0	— —	— —.—	
8		—,— — 3	0 4	1 1 8	0 4	1 1 0	0 4	— 9.8	— —	— —.—	
9		—,— — —	— —	— —.—	— —	—.—.—	— —	— —.—	— —	— —.—	
10		—,— — —	— —	— —.—	— —	— —.—	— —	— —.—	— —	— —.—	
11		—,— — —	— —	—.—.—	— —	—.—.—	— —	— —.—	— —	— —.—	
12	— —	—,— — —	— —	—.—.—	— —	— —.—	— —	—.—.—	— —	— —.—	

BEST COPY AVAILABLE

Indicate type of data for school number _ _ _ _ _ _ _ _

for all project schools XX

TABLE XIV.

Other (XXXX)____

Grade Level (1)	Percent below Q_1 (School wide) (2)	No. of Students with scores (3)	May 1973		May 1972		May 1971		May 1970		State Use C
			Test used* (4)	Median G.E. (5)	Test used* (6)	Median G.E. (7)	Test used* (8)	Median G.E. (9)	Test used* (10)	Median G.E. (11)	
1	_ _	_,_ 4 6	0 5	_ 2.5							
2	_ _	_,_ 4 7	0 5	_ 3.0	0 5	_ 2.2					
3	_ _	_,_ 3 1	0 5	_ 3.8	0 5	_ 2.9	0 5	_ 2.5			
4		_,_ 3 5	0 4	_ 4.9	0 5	_ 3.8	0 5	_ 2.8	_ _	_ _._	
5		_,_ 3 7	0 4	_ 5.7	0 4	_ 4.8	0 5	_ 3.7	_ _	_ _._	
6	_ _	_,_ 4 9	0 4	_ 7.1	0 4	_ 6.2	0 4	_ 5.7	_ _	_ _._	
7		_,_ 3 8	0 4	_ 8.2	0 4	_ 6.3	0 4	_ 6.2	_ _	_ _._	
8		_,_ 5 1	0 4	_ 8.4	0 4	_ 7.6	0 4	_ 6.9	_ _	_ _._	
9		_,_ _ _	_ _	_ _._	_ _	_ _._	_ _	_ _._	_ _	_ _._	
10		_,_ _ _	_ _	_ _._	_ _	_ _._	_ _	_ _._	_ _	_ _._	
11		_,_ _ _	_ _	_ _._	_ _	_ _._	_ _	_ _._	_ _	_ _._	
12	_ _	_,_ _ _	_ _	_ _._	_ _	_ _._	_ _	_ _._	_ _	_ _._	

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PROJECT NUMBER 1 0 5 4

TABLE XV.

SUMMARY OF PROJECT LONGITUDINAL EFFECT:
COLUMBIA
A COMPARISON OF PROJECT GAINS WITH PRE-PROJECT GAINS

(Check: language development XX, mathematics __, or other (_____) __)

Grade level (1)	School directory 7 digit (2)	Number tested (3)	Code No. of measure, and scale used**** (4)	Project Year Average Gains in G.E. Median school gains* (1 decimal place) (5)	Project Year Average Gains in G.E. Mean project gains** (2 decimal places) (6)	Baseline Year Average Gains in G.E. Median school gains*** (1 decimal place) (7)	Baseline Year Average Gains in G.E. Mean project gains** (2 decimal places) (8)	Project Year Gains Minus Baseline Gains (indicate + or -) School differences (1 place) Col 4-Col 6 (9)	Project Year Gains Minus Baseline Gains (indicate + or -) Project differences (2 places) Col 5-Col 7 (10)
3	6050181	11	05, GE		0.6		0.9		-0.3
4	6050181	13	04, 05, GE		1.3		1.0		+0.3
5	6050181	18	04, 05, GE		1.2		0.9		+0.3
6	6050181	18	04, GE		0.1		0.7		-0.6
7	6050181	16	04, GE		0.9		0.5		+0.4
8	6050181	23	o4, GE		1.0		0.3		+0.7

*Using the EV 73.11 forms for each school, subtract the May 72 score from the May 73 score.
**To get the mean gain for all participants, subtract the mean pre-test score from the mean post-test score.
***Using the EV 73.11 forms for each school, subtract the May 71 score from the May 72 score (if the 70-71 school year the base, subtract the May 70 score from the May 71 score).
****Insert a code no. from the EV 73.12 form, and indicate the type of score; Raw for raw score, G.E. for grade equival file for percentile equivalent, stand for standard scores, and freq. for frequency counts, etc.

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PROJECT NUMBER 1 0 5 4

TABLE XVI.

SUMMARY OF PROJECT LONGITUDINAL EFFECT:

SHASTA UNION

A COMPARISON OF PROJECT GAINS WITH PRE-PROJECT GAINS

(Check: language development XX, mathematics __, or other (_____) __)

Grade level (1)	School directory 7 digit (2)	Number tested (3)	Code No. of measure, and scale used**** (4)	Project Year Average Gains in G.E.		Baseline Year Average Gains in G.E.		Project Year Gains Minus Baseline Gains (indicate + or -)	
				Median school gains* (1 decimal place) (5)	Mean project gains** (2 decimal places) (6)	Median school gains*** (1 decimal place) (7)	Mean project gains** (2 decimal places) (8)	School differences (1 place) Col 4-Col 6 (9)	Project differences (2 places) Col 5-Col 7 (10)
3	6050546	14	05, GE		0.9		0.3		+0.6
4	6050546	19	04, 05, GE		1.0		1.0		0
5	6050546	15	04, 05, GE		0.6		1.3		-0.7
6	6050546	25	04, GE		1.5		0.3		+1.2
7	6050546	19	04, GE		2.8		-0.3		+3.1
8	6050546	25	04, GE		0.6		0.9		-0.3

*Using the EV 73.11 forms for each school, subtract the May 72 score from the May 73 score.

**To get the mean gain for all participants, subtract the mean pre-test score from the mean post-test score.

***Using the EV 73.11 forms for each school, subtract the May 71 score from the May 72 score (if the 70-71 school year the base, subtract the May 70 score from the May 71 score).

****Insert a code no. from the EV 73.12 form, and indicate the type of score; Raw for raw score, G.E. for grade equival file for percentile equivalent, stand for standard scores, and freq. for frequency counts, etc.

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PROJECT NUMBER 1 0 5 4

TABLE XVII.
SUMMARY OF PROJECT LONGITUDINAL EFFECT:
WHITMORE
A COMPARISON OF PROJECT GAINS WITH PRE-PROJECT GAINS

(Check: language development XX, mathematics __, or other (_____) __)

Grade level (1)	School directory 7 digit (2)	Number tested (3)	Code No. of measure, and scale used**** (4)	Project Year Average Gains in G.E.		Baseline Year Average Gains in G.E.		Project Year Gains Minus Baseline Gains (indicate + or -)	
				Median school gains* (1 decimal place) (5)	Mean project gains** (2 decimal places) (6)	Median school gains*** (1 decimal place) (7)	Mean project gains** (2 decimal places) (8)	School differences (1 place) Col 4-Col 6 (9)	Project differences (2 places) Col 5-Col 7 (10)
3	6050595	6	05, GE		1.3		-0.1		+1.4
4	6050595	3	04, 05, GE		1.1		0.7		+0.4
5	6050595	4	04, 05, GE		0.8		1.4		-0.6
6	6050595	6	04, GE		0.7		0.7		0
7	6050595	3	o4, GE		1.8		0.2		+1.6
8	6050595	3	04, GE		0.8		1.2		-0.4

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*Using the EV 73.11 forms for each school, subtract the May 72 score from the May 73 score.
**To get the mean gain for all participants, subtract the mean pre-test score from the mean post-test score.
***Using the EV 73.11 forms for each school, subtract the May 71 score from the May 72 score (if the 70-71 school year the base, subtract the May 70 score from the May 71 score).
****Insert a code no. from the EV 73.12 form, and indicate the type of score; Raw for raw score, G.E. for grade equivale. %ile for percentile equivalent, stand for standard scores, and freq. for frequency counts, etc.

PROJECT NUMBER 1 0 5 4

TABLE XVIII.

SUMMARY OF PROJECT LONGITUDINAL EFFECT:
ALL PROJECT SCHOOLS
A COMPARISON OF PROJECT GAINS WITH PRE-PROJECT GAINS

(Check: language development XX, mathematics __, or other (_____) __)

Grade level	School directory 7 digit	Number tested	Code No. of measure, and scale used****	Project Year Average Gains in G.E.		Baseline Year Average Gains in G.E.		Project Year Gains Minus Baseline Gains (indicate + or -)	
				Median school gains* (1 decimal place)	Mean project gains** (2 decimal places)	Median school gains*** (1 decimal place)	Mean project gains** (2 decimal places)	School differences (1 place)	Project differences (2 places)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	Col 4-Col 6 (9)	Col 5-Col 7 (10)
3		31	05, GE		0.9		0.4		+0.5
4		35	04, 05, GE		1.1		1.0		+0.1
5		37	04, 05, GE		0.9		1.1		-0.2
6		49	04, GE		0.9		0.5		+0.4
7		38	04, GE		1.9		0.1		+1.8
8		51	04, GE		0.8		0.7		+0.1

*Using the EV 73.11 forms for each school, subtract the May 72 score from the May 73 score.
**To get the mean gain for all participants, subtract the mean pre-test score from the mean post-test score.
***Using the EV 73.11 forms for each school, subtract the May 71 score from the May 72 score (if the 70-71 school year the base, subtract the May 70 score from the May 71 score).
****Insert a code no. from the EV 73.12 form, and indicate the type of score; Raw for raw score, G.E. for grade equivale. File for percentile equivalent, stand for standard scores, and freq. for frequency counts, etc.

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TABLE XIX

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PROJECT NUMBER 1 0 5 4

SUMMARY OF PROJECT VS COMPARISON GROUP GAINS

SHASTA UNION SCHOOL
VS.
CONTROL SCHOOL CLASSROOMS
(BUCKEYE, HAPPY VALLEY, JUNCTION)

Grade Level (1)	School Directory 7 digit Number (2)	Pre-test Averages** For Individual Schools (check mean X or median__) Project (3)	Pre-test Averages** For Individual Schools (check mean X or median__) Comparison (4)	Pre-test Averages** Overall the Schools (check mean__ or median__) Project (5)	Pre-test Averages** Overall the Schools (check mean__ or median__) Comparison (6)	Pre- to Post- Gains (differences)*** For Individual Schools (check mean X or median__) Project (7)	Pre- to Post- Gains (differences)*** For Individual Schools (check mean X or median__) Comparison (8)	Pre- to Post- Gains (differences)*** Overall the Schools (check mean__ or median__) Project (9)	Pre- to Post- Gains (differences)*** Overall the Schools (check mean__ or median__) Comparison (10)	Test & Type of Score* (11)	State Use (12)
2	6050546/6050397	2.46	2.00			0.77	0.69			05,GE	
3	6050546/6050397	3.33	3.03			0.86	0.59			05,GE	
4	6050546/6050090	3.65	3.66			1.10	1.06			04,05,GE	
5	6050546/6050397	4.92	4.83			0.58	0.76			04,GE	
6	6050546/6050397	5.92	5.62			1.43	0.93			04,GE	
7	6050546/6050348	5.49	5.15			2.72	1.13			04,GE	
8	6050546/6050090	7.32	8.41			0.56	0.42			04,GE	

* Insert the test code number from form EV 73.12, and indicate the scale used; Raw for raw score, G.E. for grade equivalents, %ile for percentile rank, Stand for standard score, Freq. for frequency count, etc.

** If the averages reported are for other than the groups as they exist (e.g. matched subsets), check here__ and describe in detail on the back of the page.

*** If scores were adjusted statistically in any way, other than scaled as indicated in column (11), check here__ and desc in detail on the back of this page.

TABLE XX

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PROJECT NUMBER 1 0 5 4

SUMMARY OF PROJECT VS COMPARISON GROUP GAINS

COLUMBIA SCHOOL
VS.
CONTROL SCHOOLS CLASSROOMS
(BUCKEYE, HAPPY VALLEY)

Grade Level	School Directory 7 digit Number	Pre-test Averages** For Individual Schools (check mean X or median__)		Pre-test Averages** Overall the Schools (check mean__ or median__)		Pre- to Post- Gains (differences)*** For Individual Schools (check mean__ or median__)		Pre- to Post- Gains (differences)*** Overall the Schools (check mean X or median__)		Test & Type of Score*	State Use
(1)	(2)	Project (3)	Comparison (4)	Project (5)	Comparison (6)	Project (7)	Comparison (8)	Project (9)	Comparison (10)	(11)	(12)
2	6050181/6050348	1.83	1.56			0.78	0.88			05,GE	
3	6050181/6050090	2.65	3.09			0.68	0.93			05,GE	
4	6050181/6050348	3.72	3.14			1.26	0.61			04,05,GE	
5	6050181/	4.63				1.13				04,GE	
6	6050181/6050090	6.26	5.26			0.19	0.82			04,GE	
7	6050181/6050090	7.31	6.87			0.87	0.77			04,GE	
8	6050181/	7.35				1.03				04,GE	

* Insert the test code number from form EV 73.12, and indicate the scale used; Raw for raw score, G.E. for grade equivalents, %ile for percentile rank, Stand for standard score, Freq. for frequency count, etc.

** If the averages reported are for other than the groups as they exist (e.g. matched subsets), check here__ and describe in detail on the back of the page.

*** If scores were adjusted statistically in any way, other than scaled as indicated in column (11), check here__ and describe in detail on the back of this page.

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PROJECT NUMBER 1 0 5 4

TABLE XXI

SUMMARY OF PROJECT VS COMPARISON GROUP GAINS
WHITMORE SCHOOL
VS.
CONTROL SCHOOL CLASSROOMS
(FRENCH GULCH, OAKRUN)

Grade Level (1)	School Directory 7 digit Number (2)	Pre-test Averages** For Individual Schools (check mean X or median__) Project (3)	Pre-test Averages** For Individual Schools (check mean X or median__) Comparison (4)	Pre-test Averages** Overall the Schools (check mean__ or median__) Project (5)	Pre-test Averages** Overall the Schools (check mean__ or median__) Comparison (6)	Pre- to Post- Gains (differences)*** For Individual Schools (check mean X or median__) Project (7)	Pre- to Post- Gains (differences)*** For Individual Schools (check mean X or median__) Comparison (8)	Pre- to Post- Gains (differences)*** Overall the Schools (check mean__ or median__) Project (9)	Pre- to Post- Gains (differences)*** Overall the Schools (check mean__ or median__) Comparison (10)	Test & Type of Score* (11)	State Us (12)
2	6050595/6050439	2.06	1.73			1.34	1.04			05.GE	
3	6050595/6050439	2.35	2.90			1.34	0.70			05,GE	
4	6050595/6050322	4.78	2.55			1.09	1.55			04.GE	
5	6050595/6050322	5.25	4.90			0.80	0.75			04.GE	
6	6050595/6050322	6.85	8.00			0.78	-0.80			04.GE	
7	6050595/6050322	6.23	5.00			1.80	1.80			04.GE	
8	6050595/6050439	10.97	6.83			0.83	0.87			04,GE	

* Insert the test code number from form EV 73.12, and indicate the scale used; Raw for raw score, G.E. for grade equivale %ile for percentile rank, Stand for standard score, Freq. for frequency count, etc.

** If the averages reported are for other than the groups as they exist (e.g. matched subsets), check here__ and describe in detail on the back of the page.

*** If scores were adjusted statistically in any way, other than scaled as indicated in column (11), check here__ and descr in detail on the back of this page.

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TABLE XXII

SUMMARY OF PROJECT VS COMPARISON GROUP GAINS

ALL PROJECT SCHOOLS
VS.
CONTROL SCHOOLS

PROJECT NUMBER 1 0 5 4

Grade Level (1)	School Directory 7 digit Number (2)	Pre-test Averages** For Individual Schools (check mean__ or median__) Project (3)	Pre-test Averages** For Individual Schools (check mean__ or median__) Comparison (4)	Pre-test Averages** Overall the Schools (check mean X or median__) Project (5)	Pre-test Averages** Overall the Schools (check mean X or median__) Comparison (6)	Pre- to Post- Gains (differences)*** For Individual Schools (check mean__ or median__) Project (7)	Pre- to Post- Gains (differences)*** For Individual Schools (check mean__ or median__) Comparison (8)	Pre- to Post- Gains (differences)*** Overall the Schools (check mean X or median__) Project (9)	Pre- to Post- Gains (differences)*** Overall the Schools (check mean X or median__) Comparison (10)	Test & Type of Score* (11)	State Us (12)
2				2.20	1.75			0.82	0.81	05,GE	
3				2.90	3.05			0.88	0.76	05,GE	
4				3.77	3.38			1.13	0.89	04,05,GE	
5				4.81	4.84			0.88	0.75	04,GE	
6				6.16	5.66			0.89	0.79	04,GE	
7				6.31	5.77			1.90	1.11	04,GE	
8				7.55	8.08			0.80	0.51	04,GE	

* Insert the test code number from form EV 73.12, and indicate the scale used; Raw for raw score, G.E. for grade equivale
%ile for percentile rank, Stand for standard score, Freq. for frequency count, etc.

** If the averages reported are for other than the groups as they exist (e.g. matched subsets), check here__ and describe in detail on the back of the page.

*** If scores were adjusted statistically in any way, other than scaled as indicated in column (11), check here__ and descr in detail on the back of this page.

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EVALUATION REPORT
ATTITUDINAL INSTRUMENT

NEW DIMENSIONS IN LANGUAGE DEVELOPMENT SKILLS FOR RURAL SCHOOLS
PROJECT #1054

SHASTA COUNTY SUPERINTENDENT OF SCHOOLS

CONDUCTED BY IRA NELKEN
JUNE 25, 1973

I SUMMARY

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Target population attitudes towards art, music and reading were more positive across the sexes and grade levels than those of the control population. No substantial longitudinal effect (increase in positive attitude over time in the target population) was found except for indications of this effect among the kindergarten population.

II THE ATTITUDINAL INSTRUMENT USED

An attitudinal instrument was administered to the students in the treatment at Columbia and Shasta Union and to a group of control students in other rural Shasta County Elementary Schools. The instrument measured student attitude towards art, music and reading using a three point "Smiles" scales--like, uncertain, dislike. (See Appendix A for a copy of the instrument.) The instrument consists of three parts of subtests. Part I contains fourteen items relating to attitude towards art. Part II contains sixteen items relating to attitude towards music. Part III contains seventeen items relating to attitude towards reading/language arts. A study in 1972 (Reliability and Validity Study on Attitudinal Instrument for Students Developed for New Dimensions in Language Development Skills for Rural Schools, Ira Nelken, June 18, 1972) indicated the appropriateness of the instrument's validity and reliability.

III TEST ADMINISTRATION

The instrument was administered to the target and control population K-8 on a pre-mid-post basis in October, 1972, January, 1973 and May, 1973. The data obtained is tabulated on Tables I - III, Results of "Smiles"

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Survey Conducted. The target population eighth grade did not do the required post-testing on the instrument and only data for grades K-7 is reported in this report.

IV DESIGN

The assumption made was: For children's performance to increase, their attitude must change in a positive direction towards a greater degree of "liking" or enjoyment in the subject matter involved. The study was an attempt to determine whether there was any confirmation of the major hypthesis: (1) Target children would show a greater increase in positive feelings (attitude) towards art, music and reading. Several minor hypotheses were expected to be confirmed. (2) The distinction between the sexes would be lessened in the target population in their feelings towards the subject matter. (3) The distinction among grades would be lessened in the target population in their feelings towards the subject matter. Both distinctive effects--sexual differentiation (2) and grade differentiation (3) had been found in the Basic Skills Improvement Project use of a similar instrument in the 1971-72 school year in its project schools.

V ANALYSIS OF RESULTS

The project schools maintained substantially lower numerical scores (better feelings) on all three subtests than did the control population. No trend in pre-mid-post results was noticeable (see Table I).

There was virtually no distinction between the two sexes in the target schools. Boys and girls manifested the same resultant feelings (see Table II)

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whereas a noticeable distinction was evident in the control pupulation (boys showing a less positive attitude towards the subjects). There was no trend evident in pre-mid-post results.

There was a lessening in the grade level distinctions in the target population. In the control group there is a noticeable trend towards a less positive attitude as the grade level increased. This was much less evident in the target population (see Table III). This effect has been illustrated in Graph I (which is one graphic example of this effect). Once again, no trend in pre-mid-post is evident except in the kindergarten treatment group where there is some evidence for an increasing, positive attitude towards all three subjects (see Table III and Graph II which illustrates a sample of this effect).

VI CONCLUSIONS

The target school population showed less sexual and grade level attitudinal distinctions towards reading, music and art as measured by this instrument. The only grade level which illustrated the expected effect of an increase in positive attitude during this project year was the treatment kindergarten population. Hypotheses (2) and (3) were confirmed to some extent; hypothesis (1) a longitudinal increase in positive attitude in the target population this year was not found to any substantial degree.

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TABLE I

RESULTS OF "SMILES" SURVEY CONDUCTED

Project Schools Versus Control Group

School	Subtest	Mean Scores Pre	Mid	Post
Shasta Union School	Art	1.4	1.4	1.4
No. of students: 179	Music	1.5	1.4	1.5
	Reading	1.5	1.4	1.4
Columbia School	Art	1.2	1.3	1.3
No. of students: 115	Music	1.4	1.4	1.5
	Reading	1.3	1.3	1.4
All Project Schools	Art	1.4	1.4	1.4
No. of students: 294	Music	1.5	1.4	1.5
	Reading	1.4	1.4	1.4
Control Schools	Art	1.5	1.5	1.6
No. of students: 297	Music	1.7	1.6	1.7
	Reading	1.6	1.6	1.6

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TABLE II

RESULTS OF "SMILES" SURVEY CONDUCTED

BOYS VERSUS GIRLS
PROJECT VERSUS CONTROL GROUPS

Mean Scores

Group	Sex	Subtest	Pre	Mid	Post
Project	Male	Art	1.4	1.4	1.4
	No. of students: 145	Music	1.5	1.5	1.6
		Reading	1.4	1.4	1.4
	Female	Art	1.3	1.3	1.3
	No. of students: 149	Music	1.4	1.4	1.4
		Reading	1.4	1.4	1.4
Control	Male	Art	1.5	1.6	1.6
	No. of students: 151	Music	1.8	1.8	1.8
		Reading	1.6	1.6	1.7
	Female	Art	1.4	1.5	1.5
	No. of students: 146	Music	1.5	1.5	1.6
		Reading	1.6	1.6	1.6

TABLE III

RESULTS OF "SMILES" SURVEY CONDUCTED

GRADE LEVEL DISTINCTIONS: PROJECT VERSUS CONTROL GROUPS

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Group	Grade Level	Subtest	Mean Scores Pre	Mid	Post
Project	K	Art	1.4	1.2	1.1
	No. of students: 23	Music	1.4	1.3	1.2
		Reading	1.4	1.2	1.1
	1	Art	1.4	1.4	1.3
	No. of students: 32	Music	1.5	1.5	1.5
		Reading	1.5	1.3	1.4
	2	Art	1.3	1.3	1.2
	No. of students: 33	Music	1.4	1.5	1.6
		Reading	1.3	1.4	1.3
	3	Art	1.2	1.2	1.2
	No. of students: 41	Music	1.4	1.3	1.3
		Reading	1.2	1.2	1.2
	4	Art	1.4	1.4	1.5
	No. of students: 43	Music	1.7	1.6	1.7
		Reading	1.4	1.4	1.4
	5	Art	1.3	1.3	1.4
	No. of students: 49	Music	1.3	1.3	1.5
		Reading	1.3	1.4	1.5
	6	Art	1.4	1.4	1.4
	No. of students: 48	Music	1.5	1.4	1.4
		Reading	1.5	1.5	1.5
	7	Art	1.8	1.7	1.7
	No. of students: 25	Music	1.7	1.6	1.7
		Reading	1.7	1.6	1.7
Control	K	Art	1.2	1.3	1.4
	No. of students: 28	Music	1.4	1.4	1.3
		Reading	1.1	1.3	1.3
	1	Art	1.4	1.3	1.3
	No. of students: 35	Music	1.6	1.4	1.5
		Reading	1.5	1.3	1.4
	2	Art	1.4	1.3	1.5
	No. of students: 24	Music	1.6	1.4	1.9
		Reading	1.4	1.3	1.7
	3	Art	1.2	1.3	1.4
	No. of students: 45	Music	1.6	1.6	1.7
		Reading	1.4	1.4	1.2
	4	Art	1.3	1.3	1.4
	No. of students: 42	Music	1.4	1.5	1.5
		Reading	1.4	1.5	1.5
	5	Art	1.5	1.9	1.7
	No. of students: 19	Music	1.8	2.0	1.8
		Reading	1.7	1.7	1.6
	6	Art	1.5	1.5	1.6
	No. of students: 36	Music	1.6	1.5	1.6
		Reading	1.6	1.5	1.7
	7	Art	1.9	1.9	2.0
	No. of students: 42	Music	2.0	2.0	2.0
		Reading	1.9	2.1	2.0

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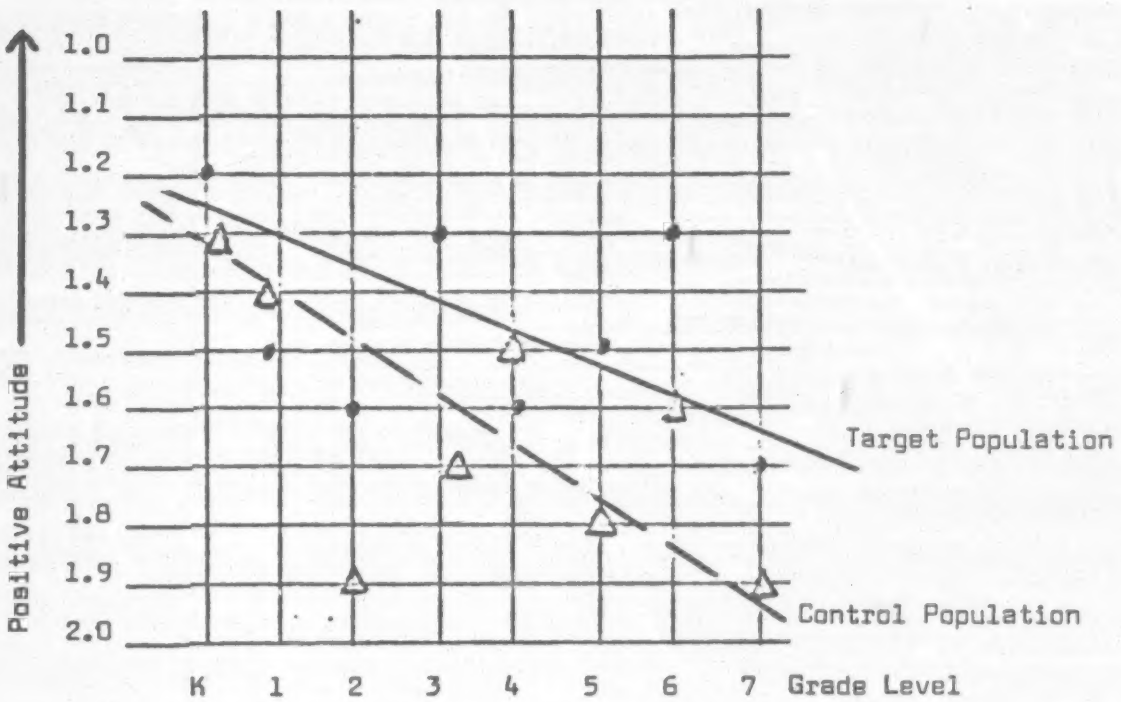
GRAPH I

POST-TEST RESULTS: MUSIC SUBTEST

TARGET VERSUS CONTROL POPULATIONS
OVER GRADE LEVELS



● Target Population

△ Control Population

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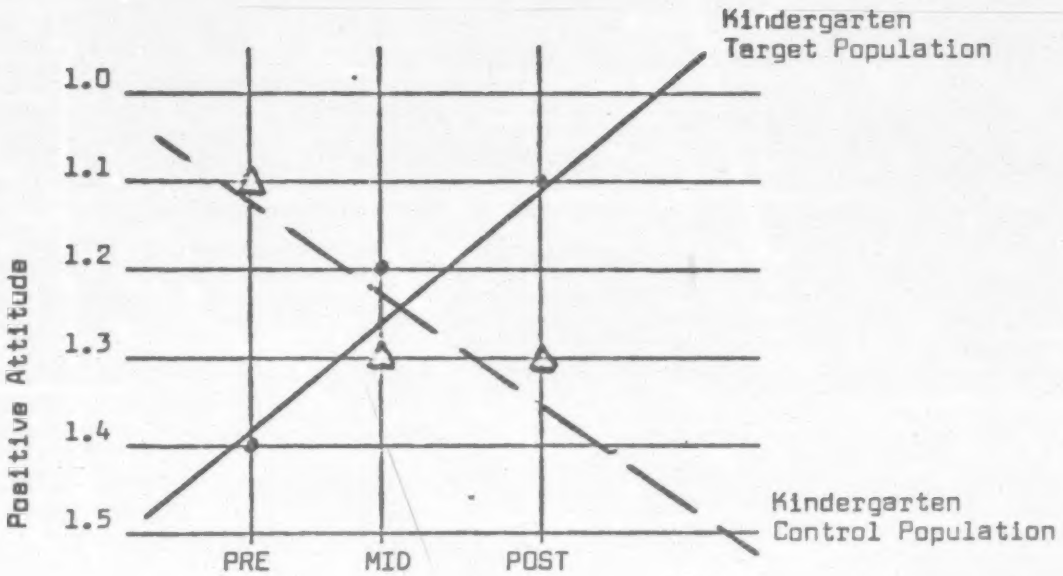
GRAPH II

KINDERGARTEN PRE - MID - POST RESULTS: READING



● Target Population

Δ Control Population

APPENDIX A

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Directions to Students (On tape)

This is not a test. It is an exercise that will describe how you feel about certain things. Your responses, or answers to this exercise are very important; therefore, please work very carefully. There are no right or wrong answers; the answer you select will be the right answer for you. Listen or read each item carefully and then mark your answer by coloring the face that best expresses how you feel.

Look at the example below. It says, "I like to go fishing." Mark the face that tells how you feel about going fishing.

Example:

I like to go fishing.	

Let's try three more. Place your marker so that only Item "A" shows. If you like to run and jump, mark the "I like" face. If you don't know what it means to run and jump, mark the "I don't know" face. If you don't like to run and jump, mark the "I don't like" face.

A. I like to run and jump.	

Move your marker down to Item "B." It says, "I like to play demisemiquavers." Please mark the "I like" face, or the "I don't know" face, or the "I don't like" face.

B. I like to play demisemiquavers.	

Move your marker to Item "C." It says, "I like to have a bad cold." Please mark the face that best shows how you feel.

C. I like to have a bad cold.	

Please turn to the next page.

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School _____

Teacher _____

Student _____

Grade Level _____

Part I

1. I like to paint pictures I draw.	
2. I like to color pictures with crayons.	
3. I like to draw pictures of things I see.	
4. I like the bulletin boards in my classroom.	
5. I like to make happy pictures.	
6. I like to use my imagination for pictures.	
7. I like to draw lines that look like shapes of things I see.	
8. I like to paint with many different colors.	
9. I like to make a picture look different by using different colors.	
10. I like to find out if things feel like they look.	
11. I like to make up stories for pictures I draw.	
12. I like to play with clay and make funny shapes.	
13. I like to touch and squeeze clay.	
14. I like to make clay people.	

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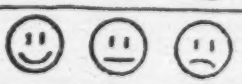
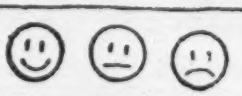
Part II

1. I like the days at school when we do things with music.	
2. I like to listen to my voice when I am singing.	
3. I like to hear my voice get high and low when I sing.	
4. I like to hear music when I'm working.	
5. I like to make up my own dance when I hear music.	
6. I like to tap my feet when I hear a marching band.	
7. I like days when we have dancing at school.	
8. I like to hear myself sing together with other people.	
9. I like it when my family listens to music together.	
10. I like to play records at home.	
11. I like to play records with my friends.	
12. I like to make music.	
13. I like to watch musical shows.	
14. Music makes me feel good.	
15. I like to make up songs.	
16. Marching bands make parades fun.	

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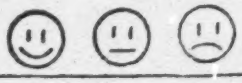
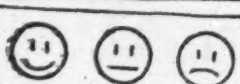
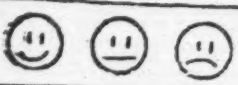
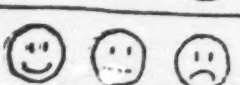
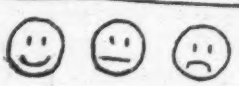
Part III

1. I like to read.	
2. I like the stories my teacher has me read.	
3. I like the teacher to read stories to my class.	
4. I like to read a lot at home.	
5. I like to tell stories in class.	
6. I like to know the words I read.	
7. I think its fun to learn new words.	
8. I like it when funny things are talked about in stories.	
9. I like to figure out what stories mean.	
10. I like to make up my own ending for a story.	
11. I like to figure out TV mystery stories.	
12. I like to read aloud to people.	
13. I like to make up stories.	
14. I like to write stories.	
15. I like to write letters to people.	
16. I write stories at home.	
17. I like to draw pictures for stories I write.	

FINAL PROCESS EVALUATION REPORT

NEW DIMENSIONS IN LANGUAGE DEVELOPMENT SKILLS FOR RURAL SCHOOLS

PROJECT #1054

SHASTA COUNTY SUPERINTENDENT OF SCHOOLS

CONDUCTED BY IRA NELKEN

NORTHERN CALIFORNIA P.A.C.E. CENTER

JULY 1, 1972-JUNE 15, 1973

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MISSION OBJECTIVE

To increase the current reading achievement of students in Grades K through 8 in three rural schools in Shasta County by analyzing current practices in the teaching of reading and the fine arts and recommending and implementing new dimensions to the established programs, that will result, at the termination of the project, with students reading at significantly higher levels as determined by evaluation design.

Current practices in the teaching of reading and the fine arts (art and music) in Shasta County were analyzed in detail. New dimensions to the established programs throughout the county were recommended and implemented by the project in this project year. The result of the implementation was measured and analyzed this present project year in the Final Product Evaluation Report, for a significant increase in current reading achievement of students in Grade K through 8 in the rural schools in Shasta County that partook in this project. This is the second year of the project. The project remained in a pilot stage: the first year of the project was spent in developing the design; the second year of the project proceeded with initial implementation and testing of the design. The Evaluator recommends a third year as a necessary adjunct to determine the necessary modifications to this design and the actual worthwhileness of the design on an ongoing, fully implemented status.

MAJOR FUNCTIONS

1.0 Review/finalize operational program design.

Performance criteria met: By the end of August the teacher task force had in their possession instructional level performance objectives in language art

and music with the suggested sequential activities. Instructional strategies were identified and the "Operational Program Manual" was published and distributed to the teachers. The "Operational Program Manual" consists of three books -- one for the language arts strand, one for the music strand and one for the art strand. Each manual contains the objectives and functions of the strand and includes suggested media, suggested teaching methods, and learner responses. An integration matrix (and form) has also been developed which allows for the consistent use of all three manuals and recording of results. A program recipe book (and forms) for language arts/music and language arts/art recipes (i.e., Prescriptions) is also an integral part of the developed program. The Evaluator commends the Project Director and project staff on the excellent design developed for the project and the functional supportive management format developed also.

2.0 Plan/implement teacher in-service program.

Performance criteria met: In-service needs, program content and instructional activities, and the necessary resources (personnel and materials) were identified at a preschool workshop. They were developed successfully at the workshop and during the first part of the school year, and implemented successfully throughout the school year. This set of performance criteria is being continuously satisfied. The in-service component has met the stated time requirement and assessments by the Project Director. The Project Evaluator has determined that all participating teachers have acquired predetermined needed skills. The Evaluator interviewed several teachers to determine that their in-service needs for functioning effectively with this project were being met. The interviews showed, to the Evaluator's satisfaction, the success of the in-service training component of this project.

3.0 Develop/implement program evaluation strategy.

Performance criteria met: Anticipated learner levels were established in September/October 1972 by May and September/October 1972 testing. Assessment resources were identified and the administration scheduled. A recording system for compilation of criterion referenced test data was developed and implemented, and evaluation report requirements were developed. Data has been analyzed and reports distributed as scheduled. An attitudinal (affective domain) survey instrument has been used and data has been collected, analyzed, and reported.

4.0 Implement/monitor instructional programs.

Performance criteria met: Participating teachers have been and are supported through scheduled class visitations by two art consultants, three music consultants, and the Project Director, according to determined teacher support needs. The instructional program has been monitored to insure compliance with the program design. Revisions have been considered and implemented as required. Instructional materials have been acquired as needed. Materials to describe the project have been prepared and have been distributed as opportunities and necessity arises. Continuation plans were reviewed, developed, and recommended. Evaluation has indicated (this Evaluator has determined) the effectiveness of monitoring at a level which is enabling the achievement of the project's objectives insofar as process is concerned. Evaluation indicating the effectiveness of project objectives in terms of product can be found in the analysis of the project's testing results (see Final Product Evaluation Report for indications of project success).

PROCESS EVALUATION OF PROJECT ACTIVITIES

Activity 1.1 List accepted performance objectives in language/arts/music was initiated on schedule and completed successfully as scheduled. Language objectives were listed, art objectives were listed, music objectives were listed. Project staff/teacher committees (reading, art, music) were responsible for determining and listing accepted performance objectives in reading/language-art/music.

Activity 1.2 Complete sequential activities to achieve performance in language/art/music was initiated on schedule and completed successfully and in accordance with its original time line. Language activities were ordered, art activities were ordered and music activities were ordered independently of one another. The sequencing activities were performed by the same committees which listed the objectives in activity 1.1. In this process each committee integrated and sequenced the appropriate activities of the appropriate objectives for the appropriate subject area.

Activity 1.3 Review/select instructional strategies was initiated and completed successfully and as scheduled. Discussion among the committee staff and Project Director took place to identify alternate acceptable strategies. Three strategies were examined:

1. Integration of art and music objectives/activities with reading/language arts objectives without considering students' performance levels or present skill capabilities in art or music;
2. A program consisting of a language arts/reading strand, an art strand, and a music strand directed towards common intellectual processes without specified and directed integration of the three strands in

terms of skill development (three independent skills programs);

3. Reading/language arts objectives supported by art/music methods/media designed within the context of art/music sequential learning paths (three integrated intertwining and cross-linked strands).

These strategies were considered from a cost-effectiveness standpoint and an instructional design standpoint. The third alternative strategy was selected for implementation though the total cost was the highest of the three strategies. The cost-effectiveness was determined to be considerably lower than the other two strategies because of its capabilities in meeting the students' needs and accomplishing the instructional objectives/design of the project itself.

The most appropriate strategy was selected by the Project Director in consultation with project staff and teachers involved in the project.

Activity 1.4 Develop/distribute operational program manual was initiated on schedule and completed successfully and on schedule. The content of the manual was determined and three separate books, one for each of the three strands, were developed, printed, and distributed. The operational program manuals are used to aid in determining prescriptions to meet learner deficiencies and to determine skills that need to be taught. The results of teacher analysis of the operational program manuals and learner deficiencies lead to the use of the recipe book and the actual learner task/teacher plan to enable students/teacher to meet predetermined and necessary objectives.

Function 1.0 Review/finalize operational program design, initiated as scheduled and completed successfully and highly satisfactorily on schedule. Materials, methods/media, performance objectives, teacher task, learner task,

management support structure, and all other necessary and required procedures and processes for the operational program were accomplished competently and very successfully by the Project Director and staff.

Activity 2.1 Review/prepare statement of teacher in-service needs was initiated on schedule and completed successfully and on schedule. In-service needs were reviewed, instructional skills listed, and a needs list was compiled. Expressed needs were determined by Project Director and staff in formal/informal discussions and observations with target school teachers. Instructional skills deficiencies were determined by Project Director and project staff in observations of and discussions with target school teachers.

Activity 2.2 Develop total in-service program (content-activities) was initiated on schedule and completed successfully and on schedule. The determination was made of required materials, needed consultants, and needed instructional media for the total in-service program. A schedule was then developed to implement the development and implementation of the program. Available materials, consultants and instructional media were assessed by the Project Director to determine the level at which the in-service program would have to initiate. A discrepancy between required materials, consultants and instructional media, and available materials, consultants and instructional media allowed for a determination of needed and necessary further acquisitions.

Activity 2.3 List/secure required resources (materials) was initiated on schedule with the listing of required resources and the ordering of necessary materials. This was an ongoing function throughout the project year. This activity progressed satisfactorily.

Activity 2.4 Schedule/implement in-service program was initiated on schedule and continued as scheduled in accordance with its year-long time line. The schedule was finalized and the in-service program was implemented with a workshop. The workshop has been followed by continuous planning, training and classroom demonstration sessions by the Project Director and project staff with the teachers involved.

Function 2.0 Plan/implement teacher in-service program continued as scheduled. This function progressed satisfactorily and successfully to conclusion at the end of the project year.

Activity 3.1 Establish anticipated learner levels in language/art/music was initiated on schedule and completed successfully and on schedule. The grade level objectives were reviewed with staff. The entry skills level of each student on each strand was determined. Each student's potential end-of-year skills level in language/art/music was determined using the teacher assessment of the student's potential and the diagnostic student base line data per strand (entry skills levels) and the instructional design itself. In future years, previous years' learner performance (number of levels mastered, steps on continuum completed, etc.) will be used to make a more objective determination of anticipated learner levels.

Activity 3.2 Identify/acquire assessment resources (including test instruments) was initiated on schedule and completed successfully and on schedule. Areas acquiring assessment were listed, test instruments were identified and selected, and resources necessary were listed and acquired. Assessment resources include standardized test instruments (Cooperative Primary, CTBS), an attitudinal survey-instrument, and criterion referenced pre- post-tests.

Activity 3.3 Develop administration schedule was initiated on schedule and completed successfully and on schedule. A testing of the general target population was accomplished in May 1972. Pre-testing of the control school population was accomplished in October 1972. New students entering the target population were also tested in October 1972. Testing of a sample of students in the target population for interim product test results was accomplished in January 1973. Post-testing of the entire target and control populations was accomplished in May 1973.

Activity 3.4 Develop/distribute recording system for compilation of criterion referenced test data was initiated on schedule and completed successfully and on schedule in accordance with its time line. Collection/recording needs were determined, forms were developed (individual profile sheets of objectives, class profile sheets), recording procedures were developed, the staff was oriented towards the recording system and compilation of criterion referenced test data, and the recording system instruments were distributed to all the teachers/staff.

Activity 3.5 Develop evaluation report requirements was initiated on schedule and completed successfully and on schedule. Data required to determine program effectiveness were listed and a reporting format/schedule was developed by the Project Director, in consultation with the Project Evaluator.

Activity 3.6 Analyze compiled data was initiated on schedule and completed successfully and on schedule. The time line for this activity was the entire project year. The data has been compiled and analysis of data has been accomplished. This function was an ongoing one throughout the project year and was completed with the final evaluation reports. Interim data was available via

the interim progress and product evaluation reports. All tests/other data for evaluation that have been collected are available in the Project Director's office and are very accessible.

Activity 3.7 Prepare/distribute evaluation reports was initiated on schedule and completed on schedule and in accordance with its year-long time line. Interim evaluation reports in January had been accomplished and final evaluation reports in June were completed.

Function 3.0 Develop/implement program evaluation strategy was initiated on schedule and progressed highly satisfactorily in accordance with its year-long time line to completion. The evaluation strategy consisted of process and product evaluation of the management support to the implemented project design, teacher in-service training, student performance test results on standardized and criterion referenced tests, student attitudinal/behavioral change during the project year, and process implementation of the instructional strategy designed.

Activity 4.1 Support participating teachers in implementation was initiated on schedule and continued as scheduled for the entire school year. This activity has been highly successful and the Project Evaluator commends the Project Director and staff for their fine support of participating teachers in the implementation of the project. Program visitations were scheduled, teacher support needs were determined, and the necessary support has been provided continuously and most effectively. Support consists of at least two visitations/meetings by a project staff person (Project Director, music consultant or art consultant) per participating teacher per week.

Activity 4.2 Monitor instructional program to insure compliance with the program design was initiated on schedule and continued satisfactorily in accordance with its year-long time line. A monitoring schedule was available from the Project Director for herself and project consultants. Effective monitoring has been carried out throughout the project year. The Project Evaluator commends the project on its effective, consistent, competent monitoring program.

Activity 4.3 Consider/implement operational revisions as required to meet program objectives was initiated on schedule and continued as scheduled satisfactorily for the entire project year. Problems have been identified as they occur. Operational revisions as required to meet program objectives and to alleviate problems and discrepancies as they occur have been implemented. Any program modifications that have become necessary have been accomplished. The Project Evaluator has determined that the project staff has been highly receptive and open in meeting individual teachers, students and the project's needs.

Activity 4.4 Determine/acquire instructional materials as required was initiated on schedule and continued in accordance with its year-long time line. This activity progressed highly successfully and satisfactorily. Needed resources were determined as the project year continued. The Project Director, the project staff and participating teachers observed the working of present practices and procedures in accordance with the instructional design and determined new and innovative methods and oft-forgotten methods/media for meeting the instructional design. The Project Director and staff have bought and acquired or developed instructional materials as their existence and need became evident.

Activity 4.5 Prepare/distribute program descriptive material was initiated on schedule and progressed satisfactorily and on schedule in accordance with its year-long time line. A distribution schedule was developed and data was collected for descriptive reports. The reports/material were then prepared, edited and distributed.

Activity 4.6 Prepare final reports and review/recommend/develop possible program incentive application was initiated a month ahead of schedule for completion on schedule in April. Data was reviewed. Evaluation data was reviewed in January and February. Recommendations from available data were considered, a final report was prepared, and a proposal for an incentive grant application was developed in March and April.

Function 4.0 Implement/monitor instructional program was initiated on schedule and progressed as scheduled in accordance with its year-long time line. The Evaluator has determined that the implementation and monitoring of the instructional program has been highly successful from a management point of view. The worthwhileness of the instructional design itself using product evaluation determination data available May 1973, can be found in the Final Product Evaluation Report. The Evaluator is inserting into this report his belief that a third year is necessary for a fully competent, generalizable, and acceptable evaluation of this project and its instructional program design's applicability to California education. Very limited conclusions are available from data of the second year. This project year was the first year of implementation of the total project design.

SUMMARY

STRENGTHS

1. Sequential learning paths for reading, art and music strands with activities, skills, and learner responses.
2. Integration design for reading/language arts-art/music strands by cross-linkage of skills/activities/learner responses which allow for a multiplier effect in learning.
3. A very effective in-service training program/approach.
4. Excellent teacher/administrative/school board support for the project.
5. An approach which successfully uses/involves tactile, auditory, visual, affective, and cognitive media/responses of target children.
6. Recognizable local support for the program.

WEAKNESSES

1. Further depth in activities/skills/objectives/learner responses could be accomplished if further funding and project staff time allocations were/ are available (especially for levels corresponding with Junior High School).
2. Further necessary support for the art strand is required. This can be accomplished with more fiscal and time support for the project.

RECOMMENDATIONS

1. Further development of the project and its potential via a third year of orientation/continuance, with or without federal funding.
2. Extension of the program into more target schools. Check applicability with a wider distribution of population. A suggestion might be a larger school in an urban area in Shasta County.